



Long Term Plan- Geography

NC Obj:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locations	-Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas London – locate on a UK map Locate other UK capitals. Locate UK seas	-Name and locate the world's seven continents and five oceans -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (reinforce)	-locate the world's countries, using maps to focus countries of Africa- linked to Ancient Egypt Topic -concentrating on their environmental regions, key physical and human characteristics, countries & major capital cities UK, Egypt, Pompeii Ancient Egyptians: Time zones, borders, , rivers, Equator & Tropics Prime/Greenwich Meridian  Pompeii (Tremors): Borders, mountains, , volcanoes, tectonic plates  Revisit the continents  Heroes Around Us- have a map on display, with every key person taught, find where they came from and the country(ies) they helped- add this detail to the display.	-locate the countries of Europe and identify their key physical and human characteristics plus capital cities. (mountain ranges, rivers & coasts of Europe) UK, Ireland, Italy, Spain, Germany, France, Denmark, Norway, Sweden, Finland, Portugal, Denmark, Switzerland, the Netherlands Italy: Time zones, borders, mountains, rivers -Name and locate counties and cities of the UK, geographical regions & their identifying human & physical characteristics, key topographical features, land use patterns and understand how these aspects have changed over time. Cities in the UK: London (RECAP from Yr1), Birmingham, Chester, Gloucester, Exeter, Bath, Colchester (Roman City), Counties: Northumberland, Caernarvonshire (Snowdonia), Cumbria (Scafell Pike) and Inverness (Ben Nevis) Human & physical characteristics: Hills, mountains, coasts & rivers UK Seas: (RECAP from Yr1) Rivers: Thames, Medway, Avon	-locate the world's countries concentrating on their environmental regions, key physical and human characteristics plus capital cities. (RECAP from Year4) South American countries European Countries: (RECAP from Yr4) [Greece, Albania, Bulgaria, Poland, Switzerland, Austria, Croatia, Serbia] Countries whose borders have changed Countries in current affairs -identify the position and significance of the Equator, the Tropics of Cancer & Capricorn plus Prime/Greenwich Meridian (inc day and night)	Frozen Kingdom -locate the world's countries concentrating on their environmental regions, key physical and human characteristics plus capital cities. (RECAP from Yr4 and Yr5) Antarctica Russia, Canada, Greenland, Alaska -identify the position and significance of the Equator, Northern and Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circles plus Prime/Greenwich Meridian (inc day and night) (RECAP from Yr5) Mexico -locate the world's countries concentrating on their environmental regions, key physical and human characteristics plus capital cities. North & Central America (Mexico) Locate key countries in central America and know their capital cities. WWII -Name and locate counties and cities of the UK, geographical regions (Evacuee regions) Locate: London (RECAP), Oswestry, Carmarthenshire, Pembrokshire, Bideford and Totnes. Locate England, Wales, Scotland, Ireland, France, Germany, Poland (RECAP from Yr4 & Yr5)
Place Knowledge	-Understand simple geographical similarities and differences through studying the physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country London>Rio	-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country >India vs Solihull	-understand geographical similarities and differences through the study of human and physical geography of a region in a non-European country UK>Egypt	-describe & understand characteristics of the UK; hills, mountains & rivers	-understand geographical similarities and differences through the study of human and physical geography of a European country UK> France (WW1)	-understand geographical similarities and differences through the study of human and physical geography of a region in a North and Central America (Mexico) UK>Mexico Arctic and Antarctica Similarities and differences and famous explorers (Ernest Shackleton, Scott)
Physical Geography	-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator >Rio Paws, Claws – Africa, South America, Asia	-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the North and South Poles >India	-describe and understand key aspects of physical geography: volcanoes and earthquakes, mountains Pompeii (Tremors)	-describe & understand key aspects of vegetation belts, rivers & mountains (UK) I am warrior -Describe and understand key aspects of the water cycle (Science)	-describe and understand key aspects of climate zones, biomes, vegetation belts & rivers> (of the world) Rainforests	-describe and understand key aspects of climate zone (tropical zone) Mexico/Arctic/Antarctica Similarities and differences. Climate change through science and PSHE (Rise in Sea level)
Human Geography			-describe & understand natural resources inc. energy, food, minerals & water UK>Egypt	-describe and understand types of settlement and land use (UK) UK- I am warrior	-describe and understand economic activity, trade links, distribution of natural resources; energy, food, minerals & water UK> France (WW1)	-describe and understand economic activity; trade links, distribution of natural resources; energy, food, minerals & water Fairtrade
Geographical Skills & Fieldwork	-Use world maps and globes to identify the United Kingdom and its countries, as well as the countries and continents studied at this key stage South America>Rio Europe>UK Paws, Claws – Africa, South America, Asia  -Introduce simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], in practical ways e.g. beebots, PE (moving themselves/others) >London	-Use world maps, atlases and globes to identify the United Kingdom and its countries (inc. its capitals and main features), 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 directional language [for example, near and far; left and right], to describe the location of features and routes on a map >route between UK & India inc. oceans >Christopher Columbus -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features >India compared to UK	-use atlases to locate countries and describe features studied -use symbols and key to build their knowledge on the wider world- Heroes around Us	-use (OS) maps & atlases to locate countries and describe features studied -use the 8 point compass, four figure grid references, symbols & key to build their knowledge of the UK	-use globes and digital/computer mapping to locate countries and describe features studied. Rainforests, Ancient Egypt/Greece	-use six figure grid reference, (OS) maps, digital/computer mapping to locate countries and describe features studied. Mexico/Arctic/Antarctica
Golden Thread Autumn	-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features >London; devise a simple map; and use and construct basic symbols in a key >school and surrounding area (Golden thread?) Make maps of local journeys ( safety road use walk with PC/ lollypop person: Superheroes) -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. >school and surrounding area	<b>How children were evacuated - how people are displaced now</b>	<b>Rations (baking on basic rations) to harvest and food production/fair trade now</b>	<b>How soldiers from different races and religions supported the war - tolerance, respect, openness of different religions now</b>		
Golden Thread Spring	<b>School built and changes over time</b> <b>School grounds and surrounding area e.g Langley Senior, Olton Friary, Robin Hood golf club etc</b> <b>Make a map?</b> <b>Walk to these places?</b>	<b>Town (Solihull)</b> <b>How has our town changed over time?</b> <b>Local MP</b> <b>Look at OS maps?</b>	<b>County</b> <b>West Midlands</b> <b>What makes a county? Why were they created?</b> <b>How do they evolve and change over time?</b>	<b>UK borders</b> <b>Changes in law/ independence- Governments</b> <b>Why is Southern Ireland not part of the UK?</b> <b>Flags</b> <b>Capital cities</b>	<b>European Union</b> <b>When and why was it created?</b> <b>Which countries joined, left?</b> <b>Ruled/looked over by whom?</b>	<b>British Empire/ Commonwealth</b> <b>Developed when and why?</b> <b>Ruled by whom?</b> <b>Changes over time</b> <b>Flag?</b>
Vocab:	-Key physical features, including: beach, cliff, coast, sea, river, season and weather -Key human features, including: city, town, factory, house, office, port and shop	-Key physical features, including: beach, cliff, coast, forest, hill, mountain (U.K), sea, ocean, river, soil, valley, vegetation, season and weather -Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (reinforce)				
Skills progression:	-Ask and answer geographical questions. -Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area	-Ask and answer geographical questions. -Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area	-Ask and answer geographical questions about the physical and human characteristics of a location -Explain own views about locations, giving reasons Views on Egypt -Use a range of reasons to identify the key physical and human features of a location.	-Ask and answer geographical questions about the physical and human characteristics of a location -Explain own views about locations, giving reasons -Use a range of reasons to identify the key physical and human features of a location.	-collect and analyse statistics and other information in order to draw clear conclusions about locations -identify and describe how the physical features affect the human activity within a location. -use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location -Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps)	-collect and analyse statistics and other information in order to draw clear conclusions about locations -identify and describe how the physical features affect the human activity within a location. -use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location -Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps)
Investigating places						
Investigating patterns	Identify land use around the school		-Describe some of the characteristics of these geographical area; equator, Tropics -Describe how the locality of the school has changed over time		-How locations around the worlds are changing and explain some of the reasons why -Describe geographical diversity across the world	-Describe how countries and geographical regions are interconnected and interdependent
Communicating Geographically					Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land	Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land



Are we fulfilling the NC Aims?

The national curriculum for geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:
  - ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.