



### Geography Long Term Planning Map 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage 1</b> Understanding the World People and Communities Natural World	<b>Where do my feet take me?</b> Comment and ask questions about aspects of their familiar world, such as the place where they live.		<b>What superheroes are in our local community?</b> Remember and talk about a significant place they have been to visit in their immediate locality.	<b>What is above our heads?</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
<b>Foundation Stage 2</b> Understanding the World People and Communities Natural World	<b>Where do we live? What does our local community look like?</b> Know the name of their locality and share some of the things that they like or dislike about where they live.		<b>Where do Stories take us?</b> Locating places of interest on a map and globe.		<b>Why is our world a Place of Wonder?</b> Exploring and comparing places of wonder around the world.	
<b>Year 1</b>	<b>Major: What is Meadowbank like?</b> Human and physical features on maps and within our school grounds and local area.	<b>Minor: Map skills and fieldwork</b> Hot and cold areas in relation to the equator and poles.	<b>Minor: Map skills and fieldwork</b> Following a simple route on a map and create simple maps.	<b>Major: What is weather?</b> Identify seasonal and daily weather patterns in the United Kingdom. Name and understand the four seasons.	<b>Minor: Map skills and fieldwork</b> Human and physical features on maps and within our school grounds and local area.	<b>Major: What is the UK?</b> Understanding the 4 countries, capital cities and seas of the UK. Studying a contrasting location within the UK.
<b>Year 2</b>	<b>Major: What lies beyond our island?</b> Exploring, naming and locating the seven continents and five oceans.	<b>Minor: Map skills and fieldwork</b> Use simple compass directions to locate human and physical features on maps.	<b>Minor: Map skills and fieldwork</b> Devise simple maps and use and construct basic symbols in a key.	<b>Major: What is Cheadle like?</b> Discover where Cheadle is within Stockport, England and Europe and explore geographical features.	<b>Major: What is great about Britain's Coasts?</b> Make comparisons between coastal areas in the UK and Australia.	<b>Minor: Map skills and fieldwork</b> Recognise different types of land use, buildings and environments and record using charts and field sketches.
<b>Year 3</b>	<b>Minor: Map skills and fieldwork</b> Name and locate counties and regions of the UK.	<b>Major: What is Greater Manchester like?</b> Exploring the county of Greater Manchester and a comparative study of Greater Manchester and Greater London.	<b>Minor: Map skills and fieldwork</b> Locate some of the world's rivers using atlases, globes and digimaps.	<b>Major: Why are rivers important?</b> Describe and understand key aspects of rivers with a focus on the River Nile.	<b>Minor: Map skills and fieldwork</b> Identify and locate deserts across the world.	<b>Major: What makes a desert, a desert?</b> Understand the physical geography of deserts.



<b>Year 4</b>	<b>Minor: Map skills and fieldwork.</b> Name and locate ancient Greece using maps, atlases, globes and digimaps.	<b>Major: How is Europe connected?</b> Name and locate significant European countries. Identify significant human and physical features, different types of land use and how countries within Europe trade.	<b>Minor: Map skills and fieldwork.</b> Locating the tropics, equator and northern and southern hemisphere using maps, atlases, globes and digimaps..	<b>Major: What causes natural disasters?</b> Understand how volcanoes and earthquakes are formed. Identify areas of high tectonic activity and the impact natural disasters have on the land and people.	<b>Major: Will we ever run out of water?</b> Delve into the water cycle and key physical features of mountains and rivers. Look at the sustainability of water conservation.	<b>Minor: Map skills and fieldwork.</b> Using grid references, compass points and using various types of maps, including maps to show elevation.
<b>Year 5</b>	<b>Minor: Map skills and fieldwork.</b> Using grid references, compass points and using various types of maps, including digimaps.	<b>Major: Why do populations change?</b> Identify differences in population globally and within UK counties. Explore reasons for differences of populations with a link to economies and settlements.	<b>Minor: Map skills and fieldwork.</b> Identifying longitude and latitude. Understanding Prime/Greenwich Meriden and time zones.	<b>Major: Why are coasts important?</b> Identify coastal processes and features e.g. how they are made/destroyed. Compare Yorkshire coast with California – land use, settlements, economic activity.	<b>Minor: Map skills and fieldwork.</b> Name and locate countries in North America using a range of maps, including digimaps.	<b>Major: What is North America like?</b> Overview of North America and various land uses. Focused study of the Great lakes which will be compared to the UK's Lake District.
<b>Year 6</b>	<b>Major: What makes areas of the world different?</b> Understanding and identifying biomes and climate belts.	<b>Minor: Map skills and fieldwork.</b> Name and locate countries within South America. Identify longitude and latitude.	<b>Major: What is South America like?</b> Explore the topographical features of South America's vast Biomes and changing climates, focusing on Rivers and Deserts	<b>Minor: Map skills and fieldwork.</b> Using maps, atlases, globes and digimaps to understand what part of the world was involved in World War 2.	<b>Minor: Map skills and fieldwork</b> Using maps, atlases, globes and digimaps to identify how natural resources influence human factors. Using thematic maps to identify human factors, such as population change.	<b>Major: How had Greater Manchester changed over time?</b> Explore the significance and impact that the Industrial Revolution in Manchester has had and how trade links, economy and features have changed over time. Make comparisons on locality in Manchester and Stockport and how this has changed over time, focusing on the significant people and the development of technology.