

St Peter's CE (VA) Primary School

Long Term Plan - Geography

KS1 Year A Overview						
Торіс	Explorers					
Autumn	What do these geographical words mean?					
Term	(Obj - I can use a wide range of geographical words in my work.)					
(8 weeks)	 Using the tiered vocab, children need to correctly identify the meaning of those words. 					
	Can you name the countries of the United Kingdom?					
	<u>(Obj - I can locate places on a map.)</u>					
	- Locate the United Kingdom on a world map.					
	- Locate and label the four different countries of the United Kingdom and identify the four capital					
	cities.					
	Can you name the world's continents and oceans?					
	<u>(Obj - I can locate places on a map.)</u>					
	 Locate the continents and oceans on a world map. 					
	Why are some parts of the world cold and some hot?					
	(Obj - I can ask and answer geographical questions, I can compare different places around the world.)					
	- Compare Australia (Brisbane) and the United Kingdom (Caverswall) and discuss why countries are					
	different, linking to their location in the world.					
	Who was Captain Cook?					
	(Obj - I can ask and answer geographical questions)					
	- Look into the life of Captain Cook and his geographical explorations.					

KS1 Year B Overview						
Topic	Planes, trains and automobiles					
Spring	What do these geographical words mean?					
Term	<u>(Obj - I can use a wide range of geographical words in my work.)</u>					
	- Using the tiered vocab, children need to correctly identify the meaning of those words.					
	Can you name the countries of the United Kingdom?					
	<u>(Obj - I can locate places on a map)</u>					
	- Locate the United Kingdom on a world map.					
	- Locate and label the four different countries of the United Kingdom and identify the four capital					
	cities.					
Where is Caverswall located on a map? (Obj - I can locate places on a map)						
their addresses and the address of the village.						
	Can you describe the man made and physical features of Caverswall?					
	(Obj - I understand about different places, I can ask and answer geographical questions, I can use a					
	wide range of geographical words in my work, I can use a wide range of geographical and fieldwork skills					
	<u>– photography, using/drawing maps)</u>					
	- They will go on a walk around the village of Caverswall and identify the different Physical and					
man-made features in the area. - They will also identify the places of work in Caverswall.						
	, I can use a wide range of geographical and fieldwork skills – using/drawing maps, direction)					
	- Use a map to identify a route to and from Caverswall from local areas.					

Veen				
year	A	В	С	D
Торіс	Earth	Fire & Ice	Ebb & Flow	Air
TopicAutumn-TermWh wor(3 weeks)a wiStructure:wor- Vocab-lesson Locating features.Wh the place- Explaining how the feature works/ is formed.Wh the place- Science objective covered.Wh Ear (Objective que geo	Earth Recap lesson on physical and human geography. hat do these geographical rds mean? (Obj - I can use vide range of geographical rds in my work.) Using the tiered vocab, children need to correctly identify the meaning of those words. here are the mountains of e world? (Obj - I can locate ices on a map.) Using a map of the world children will locate the mountains of the world (with a reminder on the continents that they are located in). They especially need to locate Mount Everest, The Alps (Mount Blanc), Grand Teton as these will be used in the Summer term. hat is the structure of the rth? bj - I can ask geographical estions; I can answer ographical guestions.)	Fire & Ice What do these geographical words mean? (Obj - I can use a wide range of geographical words in my work.) - Using the tiered vocab, children need to correctly identify the meaning of those words. Where are the volcanos/ glaciers/deserts of the world? (Obj - I can locate places on a map.) - Using a map of the world children will locate the of the world volcanos/ glaciers/desserts. They will need to investigate the location of these features. How are volcanoes /glaciers /deserts formed? (Obj - I can ask geographical questions; I can answer geographical questions.) - Next, they will need to explain how these three different features are formed. What are the different land uses?	Ebb & Flow What do these geographical words mean? (Obj - I can use a wide range of geographical words in my work.) - Using the tiered vocab, children need to correctly identify the meaning of those words. Where are the rivers of the world? (Obj - I can locate places on a map.) - Name the oceans and seas of the world on a world map. Then locate the biggest rivers of the world. They will especially need to locate the Nile, the Mississippi and the Amazon as these will be used in the Summer Term. How are rivers formed? (Obj - I can ask geographical questions; I can answer geographical questions.) - Children need to explain the course of a river, identifying the names of the different features and	Air What do these geographical words mean? (Obj - I can use a wide range of geographical words in my work.) - Using the tiered vocab, children need to correctly identify the meaning of those words. Where is Tornado Alley? Where are the windfarms in the UK and Europe? (Obj - I can locate places on a map.) - The children will need to explore the different states of the USA before they locate Tornado Alley. This will support their understanding of Tornado Alley. - They will also look at the biggest onshore and offshore windfarms located in the UK and the rest of Europe. How are Tornados formed? (Obj - I can ask geographical guestions; I can answer geographical guestions.)

- Explore the different	<u>(Obj – I can ask geographical</u>	Settlements coast and rivers	- Explain how tornados are
layers of the Earth.	<u>questions; I can answer</u>	across the world.	formed.
What are tectonic plates?	geographical questions.)	Where are most settlements	
<u>(Obj – I can ask geographical</u>	 Investigate the different 	located?	Science Objectives:
<u>questions; I can answer</u>	land uses, such as housing,	<u>(Obj – I can ask geographical</u>	What is air resistance?
geographical questions.)	healthcare, factories,	questions; I can answer	 Identify the effects of air
- Locate the tectonic plates	education, farming,	geographical questions.)	resistance, water resistance
on a world map and explain	transport, recreation and	- They will investigate that	and friction, that act between
what they are.	leisure, retail, business,	settlements are located	moving surfaces
How is a mountain formed?	etc.	near a water source.	- Investigation into air
<u>(Obj – I can ask geographical</u>	- Look at how different land	Science Objectives:	resistance and what affect
<u>questions; I can answer</u>	is used for different	How does the water cycle	it has.
geographical questions.)	purposes.	work?	
- Next, they need to explain		What is water resistance?	
how mountains are formed.		 Identify the part played by 	
Investigate Tectonic Plates		evaporation and condensation	
and their role in the		in the water cycle and	
formation of mountains.		associate the rate of	
Science Objectives:		evaporation with temperature.	
How do we use fossils to		resistance water resistance	
learn about the past?		and friction, that act between	
What is the Earth made of?		moving surfaces	
 Recognise that living 		- These objectives do not	
things have changed over		need to be covered through	
time and that fossils		an investigation. Children	
provide information about		can create a diagram	
inhabitad the centh		explaining the water cycle.	
millions of years ago		, , ,	
Describe in simple terms			
how fossils are formed			
when things that have			
lived are trapped within			
rock			

	 <u>Compare and group</u> 			
	<u>together different kinds</u>			
	<u>of rocks on the basis of</u>			
	their appearance and			
	<u>simple physical features.</u>			
	 <u>Recognise that soils are</u> 			
	made from rocks and			
	organic matter			
	- These objectives do not			
	need to be covered			
	through an investigation.			
	Children need to			
	understand the function of			
	fossils and understand that			
	soils have different			
	properties.			
Sprina	Where are the closest	Case Study	Where are Barlaston Downs	Case Study
Tenm	mountains in our area?	<u>(Obj -I understand about</u>	or Cardingmill Valley?	(Obj -I understand about
Term	<u>(Obj – I can locate places on a</u>	<u>different places.)</u>	<u>(Obj – I can locate places on a</u>	<u>different places.)</u>
(2 or 3	map.)	These three weeks will focus	map.)	Case Study on the states that
weeks)	- Introduce the peak	on the countries of the Poles.	- Identifying the	are in Tornado Valley.
	district and discuss the	Create a case study for the	different parts of the	North America
Structure	difference between a hill	following countries, with a	river.	Case Study of the impact and
Fieldwerk	and a mountain.	particular focus on the biome.		use of windfarms.
- Fleidwork	Fieldwork at the Peak	Alaska	Fieldwork at Barlaston Downs	 Holland
week for	District.	• Iceland	or Cardingmill Valley.	
Earth and	Obj - I can use a wide range	• Finland	Obj - I can use a wide range	
Ebb &	geographical and fieldwork	Argentina	geographical and fieldwork	Case Study Criteria:
Flow.	skills:-	5	skills:-	Year 3/4 –
- Case	Field sketching		Field sketching	Where is it?
study	<u>Map Skills</u>	Case Study Criteria:	Measurement	What is it like? - Human and
week for	Direction / Location	Year 3/4 -	Direction / Location	physical features, climate,
Fire and	<u>Using maps</u>	Where is it?	<u>Using maps</u>	population.

Ice and	<u>Scale / Distance</u>	What is it like? - Human and	 Plotting the river out. 	What are the people like? -
Air.	<u>Photography</u>	physical features, climate,	They will need to	birth and death rate, life
	- Using a range of fieldwork	population.	measure out the	expectancy, immigration and
	skills to investigate the	What are the people like? -	distance.	emigration rates.
	area of the Peak District.	birth and death rate, life		Year 4/5 -
	Use maps to look at the	expectancy, immigration and	Case Study on flooding in the	As above and including:
	contour lines of the area	emigration rates.	UK.	How developed is it? - adult
	and investigate what they	Year 4/5 -	 Investigating the 	literacy rate, GDP per capita.
	mean. Take pictures of the	As above and including:	impact that flooding	How did it get like this? -
	area to compare.	How developed is it? - adult	has on the environment,	why did the settlement grow,
	What are the features of	literacy rate, GDP per capita.	the infrastructure and	what affects the area, how has
	the Peak District?	How did it get like this? -	the people.	it developed over time.
	- Investigate the features	why did the settlement grow,		Year 5/6
	of the area by sketching	what affects the area, how has		As above and including:
	them or taking pictures.	it developed over time.		How is it changing?
	What settlements are found	Year 5/6		
	in the Peak District?	As above and including:		
	What impact have humans	How is it changing?		
	had on the Peak District?			
	- Erosion of footpaths			
	- Littering			
	 Interfering with livestock 			
	(leaving gates open)			
	- Traffic/ pollution			
	What is in a mountain biome?			
	<u>(Obj – I can ask geographical</u>			
	<u>questions; I can answer</u>			
	geographical questions.)			
	 During our fieldwork, 			
	we will take pictures to			
	record what the biome			
	is like.			

Summer	Case Study	Case Study	Case Study	Where is Carsington Water?
Term	<u>(Obj - I understand about</u>	<u>(Obj -I understand about</u>	<u>(Obj -I understand about</u>	<u>(Obj – I can locate places on a</u>
	<u>different places.)</u>	<u>different places.)</u>	<u>different places.)</u>	<u>map.)</u>
(3 weeks)	Each class will focus on a	These three weeks will focus	Each class will focus on a	 Locate what Carsington
	different area.	on the countries of the	different area.	Water is and why we
Structure:	Year 3/4 - Asia - Mount	Equator. Create a case study	Year Y3/4 - Africa - Nile	might be going there.
- Fieldwork	Everest	for the following countries,	Year Y4/5 - North America -	
week for	Year 4/5 - Europe - Alps	with a particular focus on the	Mississippi	Fieldwork at the Carsington
Fine and	(Mount Blanc)	biome.	Year Y5/6 - South America -	Water:
Tas and	Year 5/6 - North America -	• Brazil	Amazon	<u> Obj - I can use a wide range</u>
Ice and	Grand Teton Sierra Nevada	• Kenya		geographical and fieldwork
Air.		Congo	These case studies will be used	skills:-
- Case	These case studies will be	• Indonesia	to compare against the field	<u>Using maps</u>
study	used to compare against the		work that they have done in	Photography
week for	field work that they have done	Case Study Criteria:	the UK.	Questionnaire
Earth and	in the UK.	Year 3/4 -		- Create a questionnaire
Ebb and		Where is it?	Case Study Criteria:	on the impact of
Flow.	Case Study Criteria:	What is it like? - Human and	Year 3/4 -	windmills. Send home to
	Year 3/4 -	physical features, climate,	Where is it?	parents.
	Where is it?	population.	What is it like? - Human and	- Take pictures of the
	What is it like? - Human and	What are the people like? -	physical features, climate,	windfarms.
	physical features, climate,	birth and death rate, life	population.	 Discuss the impact of
	population.	expectancy, immigration and	What are the people like? -	the windmills - both
	What are the people like? -	emigration rates.	birth and death rate, life	positive and negative.
	birth and death rate, life	Year 4/5 -	expectancy, immigration and	
	expectancy, immigration and	As above and including:	emigration rates.	
	emigration rates.	How developed is it? - adult	Year 4/5 -	
	Year 4/5 -	literacy rate, GDP per capita.	As above and including:	
	As above and including:	How did it get like this? -	How developed is it? - adult	
	How developed is it? - adult	why did the settlement grow,	literacy rate, GDP per capita.	
	literacy rate, GDP per capita.	what affects the area, how has	How did it get like this? -	
	How did it get like this? -	it developed over time.	why did the settlement grow,	
	why did the settlement grow,	Year 5/6	what affects the area, how has	
		As above and including:	it developed over time.	

	what affects the area, how has it developed over time. Year 5/6 As above and including: How is it changing?	How is it changing?	Year 5/6 As above and including: How is it changing?	
Home	Earthquakes		Coastal features	Weather
Project				