**GEOGRAPHY LONG TERM PLANNING**

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| **YEAR ONE** | | |
| **TOPIC** | **The United Kingdom** | **Seasons** |
| **OVERVIEW** | The unit uses investigative tasks to introduce children to the idea of looking at their local area. The children will focus on aspects of local features, land use and environment as well as learning about the weather. They will describe and observe using simple geographical vocabulary. Fieldwork opportunities include a walk around the local area recognising and taking photos of the main features and landmarks in their locality.  The children will then look beyond Kearsley. The children will focus on the UK and its countries. They will describe and observe using simple geographical vocabulary. They will explore virtually each UK country and their main features and landmarks, collecting photographs and facts. | The children’s learning about the seasons will have a focus on the local area as well as the United Kingdom. By looking out of the window, collecting data in the playground and thinking about what is happening around them, for example, the children will be given supportive opportunities that helps them make sense of a changing world. The children will observe, spot seasonal patterns and talk about changes by using weather related vocabulary  Learning will follow the natural change of seasons throughout the school year.  **CROSS-CURRICULAR LINK WITH HISTORY (THE SEASIDE)**  To aid cement the children’s historical learning about the seaside, the children will use basic geographical vocabulary to refer to:  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |
| **GEOGRAPHICAL KNOWLEDGE AND SKILLS** | **Location Knowledge:** identify and locate Bolton and Kearsley; identify and locate the UK and UK countries  **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Kearsley)  **Human and Physical Geography:** Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to Geographical **Skills and Field Work**: 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. Use simple compass directions and locational and direction language to describe locations and features on a map. use simple maps to explore UK countries and recognise Kearsley is part of something bigger. Key vocabulary will be used to embed ‘sense of place’ Use simple compass directions and locational and direction language to describe locations and features on a map.  **Map Skills:** draw simple picture maps, follow directions, use a simple picture map to move around school and recognise it’s about a place – use relative vocabulary. | |

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| **YEAR TWO** | | |
| **TOPIC** | **The Zambia** | **Continents and Oceans** |
| **OVERVIEW** | This unit explores the Zambia focusing in on Mugurameno. The children use aerial photos, maps, plans, globes and other sources of information to find out about a small area of a non-European country (Mugurameno) and compare and contrast with Kearsley. Climate and time zones will also be mentioned. They will recognise similarities/differences between their own and other lives. | In this unit the children will learn about the 7 continents and the 5 oceans that make up the world. They will use globes and they will place the shapes of the continents on a map of the world. The children will then learn about hot and cold deserts, their unique human and physical features and the names and location of the largest hot and cold desert. |
| **GEOGRAPHICAL KNOWLEDGE AND SKILLS** | **Location knowledge:** identify and locate the Zambia  **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Kearsley), and of a small area in a contrasting non-European country (The Zambia)  **Human and Physical Geography:** Identify seasonal and daily weather patterns in the Zambia and compare with the United Kingdom  **Geographical Skills and Map skills:** Use simple aerial photographs to identify and recognise landmarks and basic human and physical features | **Locational Knowledge:** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas and locate the word’s seven continents and five oceans.  **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom concentrating on islands and sea sides.  **Human and Physical Geography:** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  basic geography to refer to:  -key human feature, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  **Geographical Skills and Field Work:** use world maps, atlases and globes and to identify the UK and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  Use simple compass directions (North, South, East and West) and locational and directional language (for example, left and right), to describe the location of features and routes on a map.  **Map Skills:** Draw a map of a real place (e.g. add detail to a sketch map from aerial photographs). Begin to understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). Locate and name on a UK map major features (e.g. London, River Thames, school location, seas).  Digital map making: Use the measuring tool with support to show distance for example, my house to school, to the shops. Zoom in and out of a map. Draw a simple route. |

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| **YEAR THREE** | | |
| **TOPIC** | **Mexico** | **Extreme Earth** |
| **OVERVIEW** | The aim of this unit is to introduce the children to the diverse and unique culture of Mexico. Throughout the unit pupils will be encouraged to compare the geography of Mexico to that of the UK. Pupils will begin by studying the human and physical features of Mexico before placing Mexico in the wider context of the world and North American. They will investigate the many differences between urban and rural Mexico and case study the people living Tocuaro. | Our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the ‘Pacific Ring of Fire’, the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types. |
| **GEOGRAPHICAL KNOWLEDGE AND SKILLS** | **Locational knowledge:** locate the world’s countries, using maps to focus on an area in North America (Mexico), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  **Place knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region within North America (Mexico)  **Geographical Skills and Field Work:**  **Map Skills:** Use maps, atlases, globes and digital/computer mapping to locate volcanoes and countries. Try to make a map of a short route experiences with features in the correct order. Try to make a simple scale drawing. Locate places on larger scale maps and identify points. Follow a route on a map with some accuracy. Begin to match boundaries e.g. find some boundary of a country on maps. Use letter/number co-ordinates to locate features on a map.  **Geographical Enquiry:** Begin to ask/initiate geographical questions. Use non-fiction books, stories, atlases, pictures, videos and internet as sources of information. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between 2 locations. | **Location knowledge:** Identify and locate where some of the world’s biggest natural disasters have occurred. Locate some of the world’s famous volcanoes.  **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy, Rome)  **Human and Physical Geography:** Describe and understand key aspects of: Physical geography, including volcanoes and earthquakes.  **Geographical Skills and Field Work:**  **Map Skills:** Use maps, atlases, globes and digital/computer mapping to locate volcanoes and countries. Try to make a map of a short route experiences with features in the correct order. Try to make a simple scale drawing. Locate places on larger scale maps and identify points. Follow a route on a map with some accuracy. Begin to match boundaries e.g. find some boundary of a country on maps. Use letter/number co-ordinates to locate features on a map.  **Geographical Enquiry:** Begin to ask/initiate geographical questions. Use non-fiction books, stories, atlases, pictures, videos and internet as sources of information. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between 2 locations. |

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| **YEAR FOUR** | | |
| **TOPIC** | **THE UK** | **EUROPE** |
| **OVERVIEW** | In this unit children will locate the four countries of the United Kingdom and looks at key physical and human features of each UK country. Children will explore the regions of the UK and the location of cities and capital cities. physical features of the UK, including mountain ranges, rivers and coastlines will be explored. Research and exploration will be completed to study how humans have affected the UK's landscape, this will lead to a report for their local planning office on changes they feel should be made in the next 50 years. They will think about the impact these changes will have. | During this unit the children take a ‘zoom lens’ approach to studying the Mediterranean region within Europe. Children will learn an overview of Europe moving from the macro to the micro (everyday life in the historic city of Athens, Greece) whilst identifying core opportunities for learning at each geographical scale. Children will build up a picture of Europe and use map skills to locate and describe key features and countries. Children will learn about the Mediterranean Sea and why this is significant to the continent and the varied countries along the coast as well as looking at Greece as the key country and exploring the regional Geography, making comparisons to the UK including climate and varied landscapes. |
| **GEOGRAPHICAL KNOWLEDGE AND SKILLS** | **Location knowledge:** Name and locate counties and cities of the United Kingdom and Europe, 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.  **Place Knowledge:** understand geographical similarities and differences through the study of human and physical geography of the UK and Europe.  **Human and Physical Geography**: describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  **Map Skills:** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Locate places on large scale maps. Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)  **Geographical Skills and Field Work:** Learn the eight points of a compass, four-figure grid references. Geographical Enquiry: Ask and respond to questions and offer their own ideas. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparison between locations/photos/pictures/maps. | |

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| **YEAR FIVE** | | |
| **TOPIC** | **MOUNTAINS** | **RIVERS** |
| **OVERVIEW** | As part of this unit the children will learn what a mountain is and the main four different types, including their features and how to distinguish between them. They will recap what tectonic plates are and how these and their movements help the different types of mountains to form. Children will use different sources to research and locate different mountains and their ranges across the world including the Seven Summits, UK’s highest mountains and The Himalayas. Children will learn what the climate is like at different points on a mountain and imagine what the advantages and disadvantages would be to live on or near a mountain, including economic activity. | This unit focuses on rivers, providing opportunities for fieldwork and school-based practical work. It introduces the water cycle and, as the key concept is that water flows downhill, looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features. A case study features one of the UK’s major rivers, the River Thames. Cameos of some of the world’s great rivers and mountain environments are included to extend children’s geographical general or locational knowledge. There is opportunity to consider a local river or stream, and ideas for using local fieldwork to see the processes introduced in school in action.  Fieldwork - Grasmere |
| **GEOGRAPHICAL KNOWLEDGE AND SKILLS** | **Location knowledge:** Locate some of the world’s famous and longest rivers. Identify and locate the world’s Seven Summits, The Himalayas and the UK’s highest mountains and mountain ranges.  **Place Knowledge:** understand geographical similarities and differences through the study of human and physical geography of the UK.  **Human and Physical Geography:** describe and understand key aspects of physical geography, including: rivers and the water cycle - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  **Map Skills:** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. Find UK or Nepal on globe) Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) **Geographical Skills and Field Work:** Learn the eight points of a compass, six-figure grid references.  **Geographical Enquiry:** Ask and respond to questions and offer their own ideas. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparison between locations/photos/pictures/maps. | |

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| **YEAR SIX** | | |
| **TOPIC** | **RAINFORESTS** | **TRADE** |
| **OVERVIEW** | During this unit children will learn what rainforests are and where they are in the world, describing the pattern based on their location. Children will look at the different layers of the rainforest with definitions, images and descriptions of the animals that live there. Learning about the features that make up a rainforest biome, children will investigate how important they are for food and medicine around the world. Children will look at the temperature and precipitation levels of each climate zone and complete their own data, looking in particular at the Congo rainforest. They will define deforestation and explain how and why it is occurring and explain the impact of deforestation on rainforests. Children will also look in detail at the Amazon rainforest an explain its importance | In this unit, the children will find out about the UK’s global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods. |
| **GEOGRAPHICAL KNOWLEDGE AND SKILLS** | **Location knowledge:** Identify the position and significance 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 (including day and night)  **Place Knowledge:** Children will look in detail at the Amazon rainforest and explain its importance. understand geographical similarities and differences through the study of human and physical geography of a region within South America (Brazil).  **Human and Physical Geography:** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. Human geography, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  **Geographical Skills and Field Work:** Use 8 compass points and begin to use 6 figure co-ordinates to locate features on a map. Map Skills: Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places e.g. weather patterns. Measure straight line distance on a plan. Draw a plan view map with some accuracy.  **Geographical enquiry:** Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. temperature of various locations. | |