**Geography Long Term Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **YEAR 1** | | | | | |
| **Our School**   * 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. |  | **Seasons and Weather**   * 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. |  | **Tanzania**   * To name the world’s seven continents - Africa, Antarctica, Asia, Australia, 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. | **Kenya**   * To name the world’s seven continents - Africa, Antarctica, Asia, Australia, Europe, North America, and South America. * To use basic geographical vocabulary to refer to key physical features of Kenya. * To use basic geographical vocabulary to refer to key human features of Kenya. * To describe what is the same and what is different between England and Kenya * To know and recognise a map. * To use a simple map to identify the England and Kenya. * To ask geographical questions about the features of Kenya. * To say what they like about Kenya compared to England. |
| **YEAR 2** | | | | | |
| **London and the UK**   * 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. * 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. |  | **Mexico**   * To name and locate the world’s seven continents - Africa, Antarctica, Asia, Australia, 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. * 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, Australia, 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. |  |  |  |
| **YEAR 3** | | | | | |
|  |  |  | **Mining Communities**   * To name and locate major cities in the United Kingdom. * To identify some of the physical features of mining communities. * To describe and understand key aspects of human geography in mining communities, including the purpose of land use and transportation links. * To use fieldwork to measure and record human and physical features in mining areas. * To use digital technology to record evidence in the field. * To state similarities and differences of geographical features between mining communities in different locations. * To understand how land-use patterns around coalfields have changed over time. * To understand similarities and differences between locational industry as a result of changes in land-use. * To use maps to locate areas of coalfields and mining communities. * 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 and physical features of Greece and the United Kingdom. * 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.   **Rivers & the Water Cycle**   * To understand rivers and the water cycle. |  |  | **North America** |
| **YEAR 5** | | | | | |
| **Volcanoes, Earthquakes and Natural Disasters**   * 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. * 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. * To collect and record data using a charts and sketch-maps. |  |  |  |  |  |
| **YEAR 6** | | | | | |
| **Antarctica**   * 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. * 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. | |  |  | **South America**   * 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. * 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. | |