



## Long Term Plan for Geography: **Link to local area** **Opportunity for Christian Advocacy**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 <u>Study of Whickham</u> <u>Human and physical features</u>	<p><u>Where do we live? (My local area)</u> Studying the human and physical features of our school and the <b>immediate area</b> around it. Using observational skills, photographs and aerial maps. Producing own maps of familiar places for peers to follow.</p> <ul style="list-style-type: none"> <li>• use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>• 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</li> <li>• 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</li> </ul> <p><b>Vocabulary to be used:</b> building, grass, trees, carpark, path, office, house</p>		<p><u>Where do we live? (My local area)</u> Studying the human and physical features of our school and the <b>wider area</b> around it. Using observational skills, photographs and aerial maps. Producing own maps of familiar places for peers to follow.</p> <ul style="list-style-type: none"> <li>• use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>• 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</li> <li>• 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</li> </ul> <p><b>Vocabulary to be used:</b> river, sea, village, town, city, houses, farm, near, far, left and right.</p>		<p><u>Where do we live? (The United Kingdom)</u> Place Whickham onto a map and the capital cities of the four counties in the United Kingdom. Understand we live in England which is part of the United Kingdom. Identify simple characteristics of the four counties and landmarks.</p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>• 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</li> </ul> <p><b>Vocabulary to be used:</b> city, town, river, sea, near, far, left and right.</p>	
	<p>Throughout the year identify seasonal and daily weather patterns (focus on understanding of weather changes throughout the seasons, at this stage children will not be expected to read scales on thermometers and rain fall measures)</p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>					



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>2</p> <p><u>Study of El Salvador and compare to Whickham /UK</u></p>	<p><u>Where we are in the world</u></p> <p>Revise terminology about Great Britain such as seas and capital cities before moving on. Using world maps locate the United Kingdom and talk about the oceans that surround us and our neighbouring countries. Understand the Great Britain is an island that is part of a larger continent. Know some of the names and characteristics of the countries of Europe. Describe countries locations using simple compass directions.</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</li> </ul> <p><b>Vocabulary to be used:</b> Sea, coast, hills, rivers, ocean, north south, east and west.</p>	<p><u>Where we are in the world</u></p> <p>Using world maps, globes and atlases locate the world’s seven continents and oceans. Look at hot and cold areas of the world (Equator is hot and poles are cold)</p> <p>Talk about journey lines and directions using simple compass points.</p> <p>Use maps of the world to identify large areas of human and physical characteristics such as large urban areas, coastlines, mountain ranges, forests and deserts.</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</li> <li>• identify key physical characteristics.</li> </ul> <p><b>Vocabulary to be used:</b> Sea, coast, hills, rivers, ocean, forest, mountains, north south, east and west.</p>	<p><u>The Same and Different</u></p> <p>Comparing a small area of the north East to a small area of a contrasting non-European country (El Salvador – link to our sponsored child and understanding reasons for poverty. Perhaps think about fundraising)</p> <ul style="list-style-type: none"> <li>•use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>•use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</li> <li>• identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• 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</li> <li>• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>•name and locate the world’s seven continents and five oceans</li> <li>• 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</li> </ul> <p><b>Vocabulary to be used:</b></p>	<p>Throughout the year identify seasonal and daily weather patterns (focus on understanding of weather changes throughout the seasons, at this stage children will be expected to read scales on thermometers and rain fall measures. Linked to maths ‘<b>Using appropriate standard units to measure temperature and capacity, using scales, thermometers and measuring vessels</b>’)</p> <ul style="list-style-type: none"> <li>•Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>		



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>3</p> <p><u>Rivers and the United Kingdom</u></p>	<p><u>The North East of England.</u>                      Revise the location of the North East on a European and World map.</p> <ul style="list-style-type: none"> <li>name and locate counties and cities (Newcastle, Durham, Sunderland) of the United Kingdom, geographical regions (North East) 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.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>understand geographical similarities and differences through the study of human and physical geography of a <b>region of the United Kingdom</b>, a region in a European country, and a region within North or South America</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>physical geography, including: climate zones, biomes and vegetation belts, <b>rivers, mountains</b>, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: <b>types of settlement and land use</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Vocabulary to be used:</b> rivers, land use, types of settlement.</p>		<p><u>The United Kingdom</u></p> <ul style="list-style-type: none"> <li>name and locate counties and cities (London, Manchester, Birmingham, Liverpool, Swansea, Cardiff, Edinburgh, Glasgow) of the United Kingdom, 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.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>understand geographical similarities and differences through the study of human and physical geography of a <b>region of the United Kingdom</b>, a region in a European country, and a region within North or South America</li> </ul> <p><b>Vocabulary to be used:</b> rivers, land use, types of settlement</p>		<p><u>Rivers</u></p> <p>Explore world rivers and their importance for settlement and industry (possible link to Staithes) River for transport, power and basic necessities. Link to history topic of Ancient Egypt look at the importance of the Nile.</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>name and locate counties and cities of the United Kingdom, 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.</li> </ul> <p><b>Vocabulary to be used:</b> rivers, land use, types of settlement</p>	



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>4</p> <p><u>The water cycle and Italy (Europe)</u></p>	<p><u>Water cycle</u></p> <p>Recap work on rivers from end of year 3. Move onto teaching of the water cycle (Physical feature) The way water has to be cleaned for drinking (human feature) water pollution and Water Aid (Links to Christianity and global citizenship, possible fundraising opportunities)</p> <ul style="list-style-type: none"> <li>•Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the <b>water cycle</b></li> <li>• 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 <b>water</b></li> </ul> <p><b>Vocabulary to be used:</b> water cycle, evaporation, river, seas, mountains, precipitation</p>		<p><u>Italy</u></p> <p>Explore the countries in Europe including Russia focusing on hills, mountains, coasts and rivers.</p> <p>Use 8 points of a compass and four figure grid references to build knowledge of Europe.</p> <p>Focus on one European country (possibly Italy)</p> <p>Look at Physical features e.g. climate zones, rivers, mountains, volcanoes and earthquakes.</p> <p>Look at human features e.g. types of settlement and land use and economic activity</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <b>a region in a European country</b>, and a region within North or South America</li> <li>• Locate the world’s countries, <b>using maps to focus on Europe (including the location of Russia)</b> and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>•Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> <li>•<b>Use the eight points of a compass, four and six-figure grid references</b>, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Vocabulary to be used:</b> north, north east, east, south east, south, west, south west, north west, climate zone, rivers, mountains, volcanoes, earthquakes, land use, economic activity</p>			



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>5</p> <p><u>Maps of the world, Natural Resources and Rainforests</u></p>	<p><u>Maps of the world.</u> Locate world countries including their position and significance of lines of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, Prime Meridian and time zones (this could be linked to Viking invasion and exploration)</p> <ul style="list-style-type: none"> <li>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</b>, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the <b>Prime</b>/Greenwich Meridian and <b>time zones (including day and night)</b></li> <li><b>locate the world's countries, using maps to focus on Europe (including the location of Russia)</b> and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Vocabulary to be used:</b> lines of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, Prime Meridian and time zones</p>	<p><u>Natural Resources</u> Looking at the resources that people need and how they are distributed worldwide. Looking at food, trade links and energy (renewable and non-renewable) Links to World Food programme (possible fund raising opportunity)</p> <ul style="list-style-type: none"> <li><b>locate the world's countries, using maps to focus on Europe (including the location of Russia)</b> and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Vocabulary to be used:</b></p>	<p><u>Rainforests (Links to Mayans in history and also El Salvador to link with work on our sponsored child)</u> Locate Central American rainforests on a world map using 8 points of a compass and 6 figure grid references. Describe rainforests in relation to longitude and latitude. Understand key aspects of climate zones, biomes and vegetation belts. Compare rainforest to a forest area in the United Kingdom (Kielder?) Think about the impact of deforestation in El Salvador and how we can raise awareness of this.</p> <ul style="list-style-type: none"> <li>Understand geographical <b>similarities and differences</b> through the study of human and physical geography of a region of the United Kingdom, a region in a European country, <b>and a region within North or South America</b></li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</b>, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the <b>Prime</b>/Greenwich Meridian and <b>time zones (including day and night)</b></li> <li>Physical geography, including: <b>climate zones, biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Vocabulary to be used:</b></p>			



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>6</p> <p><u>North and South America</u></p>	<p><u>The Americas – El Salvador</u></p> <p>Locate world's countries focusing on North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Compare climates across the Americas and compare longitude and latitude, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and Greenwich meridian.</p> <p>Compare physical features of a region in North America and a region of the UK e.g. Death Valley and the Peak district.</p> <p>Compare Human features of an urban region in North America and the UK</p> <p>Deforestation (carry out work to raise awareness of this, look at implications for population and local poverty. Link to sponsored child from El Salvador) Look into the work of Oscar Romero</p> <ul style="list-style-type: none"> <li>● <b>Locate the world's countries, using maps to focus on</b> Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>● Identify the position and significance of <b>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)</b></li> <li>● Understand geographical <b>similarities and differences</b> through the study of human and physical geography of a region of the United Kingdom, a region in a European country, <b>and a region within North or South America</b></li> <li>● Physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</b>, and the water cycle</li> <li>● Human geography, including: <b>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></li> <li>● Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the <b>wider world</b></li> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>● Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Vocabulary to be used:</b></p>					