



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 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 immediate area (school environment) 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"> • use locational language (e.g. near and far, left and right) to describe the location of features and routes • 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 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 <p>Vocabulary to be used: building, grass, trees, carpark, path, office, house (human and physical)</p>	<p><u>Where do we live? (My local area)</u> Studying the human and physical features of our school and the wider area (Whickham) 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"> • use locational language (e.g. near and far, left and right) to describe the location of features and routes • 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 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 • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <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</p>	<p><u>The Four Seasons (Plan Bee unit)</u> (Human and physical Geography)</p> <ul style="list-style-type: none"> • I know what seasons are and how they relate to the months of the year. • I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns. • I can compare the four seasons. 			



		<p>England which is part of the United Kingdom. Identify simple characteristics of the four counties and landmarks</p> <p>Vocabulary to be used: , village, town, city, houses, farm, near, far, left and right.</p> <p>(Possible ideas / starting point) https://www.twinkl.co.uk/resources/planit-geography-primary-teaching-resources/planit-geography-primary-teaching-resources-year-one/planit-geography-primary-teaching-resources-ks1-our-local-area-travelling-ted</p>	
<p>Year 1</p>	<p>Fieldwork and Enquiry Skills (including the progression of vocabulary to be used)</p> <p>Can investigate places and environments by:</p> <ul style="list-style-type: none"> • Asking and answering basic questions • Making observations • Using sources such as simple maps, atlases, globes, images and aerial photos. • Collecting data and presenting it in a simple way. 		
<p><u>Complete a journey line for each destination studied.</u></p>			



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 focus on human and physical (France). Describe countries locations using simple compass directions.</p> <p>Possible use of resources Planbee (Where do I live and around the world)</p> <ul style="list-style-type: none"> • 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 • use simple compass directions (North, South, East and West) to describe the location of features and routes on a map • name and locate the world’s seven continents and five oceans <p>Vocabulary to be used: 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. (plot out the journey and how you would get to the equator and poles)</p> <p>Use maps of the world to identify large areas of human and physical characteristics (poles and equator) such as large urban areas, coastlines, mountain ranges, forests and deserts.</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) to describe the location of features and routes on a map • identify key physical characteristics. <p>Vocabulary to be used: 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> <p>(Compare</p> <ul style="list-style-type: none"> • 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 • use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. (How would you get to El Salvador / Newcastle) • 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 • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 <p>Vocabulary to be used: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</p>			



Year 2

Fieldwork and Enquiry Skills (including the progression of **vocabulary** to be used)

Can investigate places and environments by:

- Asking and answering basic questions
- Making **observations** and carrying out basic **comparisons**.
- Using sources such as simple maps, atlases, globes, images and aerial photos.
- **Collecting** data and **presenting** it in a simple way.

Complete a journey line for each destination studied.



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></p> <p>Revise the location of the North East on a European and World map.</p> <ul style="list-style-type: none"> 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. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (North East) 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. physical geography, including rivers, mountains, types of settlement and land use. <p>Vocabulary to be used: rivers, land use, types of settlement.</p>		<p><u>The United Kingdom</u></p> <ul style="list-style-type: none"> 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. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Compare an area of the North East, Durham, to London) <p>Vocabulary to be used: rivers, land use, types of settlement</p>		<p><u>Rivers</u></p> <p><u>(Possible starting point Plan Bee Investigating Rivers)</u></p> <p>Explore world rivers and their importance for settlement and industry (possible link to Staithes, Field work) River for transport, power and basic necessities.</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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. 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. <p>Vocabulary to be used: rivers, land use, types of settlement</p>	
<p>Year 3</p>	<p>Fieldwork and Enquiry Skills (including the progression of vocabulary to be used)</p> <p>Can investigate places and environments by:</p> <ul style="list-style-type: none"> Making some links between observations in the local area and places they know. Using a camera, video or audio to gather appropriate data. Ask questions of people or research material to gather information. Asking geographical questions about places and environments and expressing opinions about them. Measuring accurately using a tally and standard units. Presenting data and findings simply using maps, graphs and digital technologies Reaching, with guidance, a conclusion to the teacher led fieldwork question. 					



Complete a journey line for each destination studied.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>4 <u>The water cycle and Italy (Europe)</u></p>	<p><u>Water cycle</u> (Possible starting point water cycle mentioned in PlanBee investigating rivers) 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"> •Physical geography, water cycle • Human geography, distribution of natural resources including energy, food, minerals and water <p>Vocabulary to be used: water cycle, evaporation, river, seas, mountains, precipitation</p>	<p><u>Comparison with European country</u> Explore the countries in Europe including Russia focusing on hills, mountains, coasts and rivers. (labelling on map) Use 8 points of a compass and four figure grid references to build knowledge of Europe. (Ordinance survey map) Focus on one region of a European country (possibly Italian lakes compared to Lake District) Look at Physical features e.g. climate zones, rivers, mountains, volcanoes and earthquakes. Look at human features e.g. types of settlement and land use and economic activity</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. • Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics. •Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Human geography, including: types of settlement and land use, economic activity. •Use the eight points of a compass, four figure grid references, symbols and key (including the use of 	<p><u>Settlement (PlanBee unit – settlements)</u> <u>Skill based unit.</u></p> <p>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> • Human geography, including: types of settlement and land use, economic activity.
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		<p>Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Vocabulary to be used: north, north east, east, south east, south, west, south west, north west, climate zone, rivers, mountains, volcanoes, earthquakes, land use, economic activity</p>	
<p>Year 4</p>	<p>Fieldwork and Enquiry Skills (including the progression of vocabulary to be used)</p> <p>Can investigate places and environments by:</p> <ul style="list-style-type: none"> • Making clear links and between observations in their local area and place studied. • Beginning to form and ask questions, using geographical vocabulary, to gather the opinions of views of others or question resources used. • Measuring and recording information using a variety of methods including digital technologies or simple equipment. • Describing the benefits and limitations of their data collection methods • Presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from question to conclusion. • Expressing their different opinions relating to issues and realising others may think differently. • Reaching a simply explained child led conclusion to the teacher led fieldwork question or prediction 		
<p><u>Complete a journey line for each destination studied.</u></p>			

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>5 <u>Maps of the world, Natural Resources and Rainforests</u></p>	<p><u>Maps of the world.</u> <u>(Starting point unit – Twinkl, Geography – All around the world Year 4)</u></p> <p>Locate world countries including their position and significance of lines of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, Prime Meridian and time zones</p> <ul style="list-style-type: none"> 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) locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Vocabulary to be used: lines of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, Prime Meridian and time zones</p>	<p><u>Natural Resources</u> <u>(PlanBee unit – Earning a Living starting at Lesson 3)</u></p> <p>Looking at the resources that people need and how they are distributed worldwide. Looking at food, trade links and energy (renewable and non-renewable see Twinkl)</p> <p>Links to World Food programme (possible fund raising opportunity)</p> <ul style="list-style-type: none"> locate the world’s countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>Rainforests (El Salvador to link with work on our sponsored child)</u></p> <p>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.</p> <p>Understand key aspects of climate zones, biomes and vegetation belts (what does all of this key vocabulary mean?) Stand alone lesson</p> <p>Compare rainforest to a forest area in the United Kingdom (Lake District building on Year 4) Think about the impact of deforestation in El Salvador and how we can raise awareness of this.</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 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 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) Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Vocabulary to be used: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
<p>Year 5</p>	<p>Fieldwork and Enquiry Skills (including the progression of vocabulary to be used) Can investigate places and environments by:</p>		



- Making some links between **observations** in the local area and places in the wider world.
- Devising and asking their own relevant questions (with guidance), using geographical vocabulary, to gather data to answer child led enquiry questions.
- Measuring human and/or physical features in the local area using a range of appropriate instruments and methods.
- Simply justifying data collection methods.
- Presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led **conclusion**
- Reaching a described and explained conclusion to the fieldwork question or **prediction**.

Complete a journey line for each destination studied.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<u>*Year 6 have the freedom to decide where within the year this is studied.</u>					



<p><u>North and South America</u></p>	<p><u>The Americas – El Salvador (Possible starting point – PlanBee Units North America and South America)</u> Locate world's countries focusing on North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities. Compare climates across the Americas and compare longitude and latitude, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and Greenwich meridian. Compare physical features of a region in North America and a region of the UK e.g. Death Valley and the Peak district. 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"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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) • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 • 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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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. <p>*Vocabulary *</p>
<p>Year 6</p>	<p>Fieldwork and Enquiry Skills (including the progression of vocabulary to be used)</p> <p>Can investigate places and environments by:</p> <ul style="list-style-type: none"> • Making clearly explained links between observations in the local area and places the wider world to identify patterns. • Devise and ask questions, using geographical vocabulary, to gather the relevant data needed to answer the child led enquiry question. • Accurately measuring human/ physical features • Using a range of appropriate instruments and methods • Justifying and evaluating data collection methods. • Independently presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion. • Forming conclusions that recognise and represent their views and those with different views equally. • Reaching a described and explained conclusion to the fieldwork question or prediction that is backed up with data or evidence they have collected.



Complete a journey line for each destination studied.