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.		**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 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.		✓ 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			**North America**

		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.			
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.