



### **Long Term Plan: Geography**

**Key stage 2** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

#### **Locational Knowledge**

- locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- 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.
- 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**

- 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.

#### **Human and Physical Geography**

- describe and understand key aspects of: -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.

#### **Geographical Skills and Fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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 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.

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
YEAR 3	Topic/ No of lessons		<p><b>Exploring the UK – contrasting national locality (6 enquiry lessons)</b></p> <p><b>Focus:</b> Extend knowledge about the United Kingdom beyond their local area. How are other areas of the UK similar or different to where we live in the North-East?</p>	
	Key vocabulary		<p>United Kingdom, England, Scotland, Northern Ireland, Wales, local area, similarities, differences, physical feature, human feature, landscape, land use, population, rural, urban, moorland, coast, mountain, town, city, capital, rivers, coastline, lakes, weather patterns, vegetation.</p>	
	Key knowledge and skills		<ul style="list-style-type: none"> <li>-The location of the UK on a globe – to identify where we live within the UK</li> <li>-The know that the UK is made up of different countries and be able to locate them on a map</li> <li>-To analyse similarities and differences between parts of the UK and use this to form discussion</li> <li>- To identify types of landscapes within the UK e.g. describing human and physical features</li> </ul>	
	Working as a Geographer		<p>Working as geographer, children will:</p> <ul style="list-style-type: none"> <li>- use thinking, observational and reasoning skills.</li> <li>- use geographical skills including compass directions, symbols and keys.</li> <li>- use an atlas, map and globe to find relevant pieces of information.</li> <li>-to be able to talk about the UK using geographical vocabulary.</li> </ul>	
	Pre and post assessment		APJS pre/post assessment: Exploring the UK	

	Links with other subjects		P4C	
	Possible resources/websites			

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
YEAR 4	Topic/ No of lessons		<p><b>European society – Italy - Why does Italy shake and roar? (6 enquiry lessons)</b>  <b>Focus:</b> region in Europe, physical and human characteristics, tectonics and comparisons to the UK.</p>	<p><b>Mapping and geographical skills – Local study of Annfield Plain – contrasting European/global locality (7 enquiry lessons)</b>  <b>Focus:</b> How has Annfield Plain changed?</p>
	Key vocabulary		Continent, Europe, country, region, population, tectonic, plate boundaries, volcano, volcanic, eruption, magma, ash, gas, vent, cone, crater, lava flow, earthquake, vibration, fault, plate boundary, epicentre, Richter scale, tremor, seismic.	United Kingdom, England, Scotland, Northern Ireland, Wales, local area, similarities, differences, physical feature, human feature, landscape, land use, population, rural, urban, moorland, coast, mountain, town, city, capital, rivers, coastline, lakes, weather patterns, vegetation.
	Key knowledge and skills		<p>-The location of Italy – identify and describe it and its regional key human and physical features using maps of Europe          -Understand geographical similarities and differences through the study of a region in a European country          -Describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes.          -Describe and understand types of human settlement and land use.</p>	<p>- The location of the North-East as a region within the United Kingdom          -Identify the human/physical features within the local area whilst understanding that one region can have many different features          - Use of an OS map and using symbols to represent features within the local area          - Use of maps and aerial photographs to locate land uses in the area          -Read and interpret maps of a settlement that changes over time. Discuss similarities and differences          -undertake fieldwork to investigate changes over time.</p>

	<b>Working as a Geographer</b>		<b>Working like a geographer, children will:</b> - Gather information. -pose geographical questions. -add labels to maps and photographs -consider how images provide useful evidence. - locate photos on a wider map and be able to use language NESW.	<b>Working like a geographer, children will:</b> -Use of photographs and images to gather information and notice changes over time -Use of OS maps and symbols -Adding labels to maps and photographs -Planning, carrying out and recording fieldwork within the local area.
	<b>Pre and post assessment</b>		APJS pre/post assessment: Italy	APJS pre/post assessment: Local Study
	<b>Links with other subjects</b>		English -Italy holiday brochure (persuasive writing) P4C	
	<b>Possible resources/ websites</b>			

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
YEAR 5	<b>Topic/ No of lessons</b>		<b>Rainforests (7 enquiry lessons)</b> <b>Focus:</b> Name and locate the world's countries (one from each continent) to include environmental regions, key physical and human characteristics and major cities. Begin to understand vegetation belts around the world linked to the major rainforests.	
	<b>Key vocabulary</b>		Rainforest, forest, tropical regions, Amazon, Africa, Asia, Central and South America, layers, emergent, canopy, understory, forest floor, tribe, Yanomami tribe, western world, deforestation, sustainable development, fair trade	
	<b>Key knowledge and skills</b>		- Where are rainforests? - Why are they significant places? -Understand the 4 different layers of the rainforest using photographs to identify	

			<ul style="list-style-type: none"> <li>-Identify plants, animals/birds that live in the rainforest</li> <li>-Understand how species adapt to their habitats</li> <li>-Compare and contrast life in the western world to life in a tribe (rainforest)</li> <li>-Understand how rainforest resources are used by the rest of the world</li> <li>-To know the effect of deforestation and how sustainable development would help</li> </ul>	
	Working as a Geographer		<p><b>Working like a geographer, children will:</b></p> <ul style="list-style-type: none"> <li>- Use maps and sources to investigate the location and importance of rainforests</li> <li>- Investigate a range of sources such as aerial photographs and photos of rainforests before and after deforestation</li> <li>- Complete research on wither plants or animals and record key facts.</li> </ul>	
	Pre and post assessment		APJS pre/post assessment: Rainforests	
	Links with other subjects		P4C	
	Possible resources/websites			

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
YEAR 6	Topic/ No of lessons	<p>Living in Contrasting environments (3 enquiry lessons)</p> <p><b>Focus:</b> physical geography including climate zones, vegetation belts, rivers, mountains, types of settlement, land use and economic activities e.g. trade links.</p>		<p>Mapping and geographical skills – Brazilian slums (5 enquiry lessons)</p> <p><b>Focus:</b> understand how geographical similarities and differences exist throughout different parts of the world.</p>

<b>Key vocabulary</b>	Tropical, polar, temperate, climate, weather, environments, arctic, desert, monsoon, rainforest, equator, climate zones, tourism, geographical features, lifestyle, pollution, global warming, waste, over population, natural resources, extinction, natural disasters, extreme weather.		Hemisphere, continent, surrounding oceans, favelas, housing, transport, services, slums, eradication, The Pamoja Trust, climates, climate charts, data, statistics, temperature, rainfall
<b>Key knowledge and skills</b>	<ul style="list-style-type: none"> <li>-Identify the features of tropical, polar and temperate climate zones</li> <li>-Compare environmental issues in contrasting environments across the world</li> <li>-Identify geographical features within climate zones</li> <li>-Discuss people’s lifestyles and how they are affected by the climate zone in which they live</li> </ul>		<ul style="list-style-type: none"> <li>- Identify Brazil on a World map – identify the main physical features of the landscape.</li> <li>- Understand what a favela is and be able to describe what life is like.</li> <li>- To explore similarities and differences between growing up in Mere favela, Brazil and in the UK.</li> <li>- To understand why Brazil has such vast slum areas and to try and create a practical solution to reduce the amount of people living in such conditions.</li> <li>- To recognise that Brazil has a range of climates.</li> </ul>
<b>Working as a Geographer</b>	<p><b>Working like a geographer, children will:</b></p> <ul style="list-style-type: none"> <li>- use maps to investigate the locations of contrasting climate zones in the world</li> <li>- Use photographs to identify how geographical features impact upon people’s lifestyles in deferent climate zones.</li> </ul>		<p><b>Working like a geographer, children will:</b></p> <ul style="list-style-type: none"> <li>- Analyse climate charts to understand differences between regions of Brazil</li> <li>- Create a weather report</li> <li>- Use photographs and images to compare areas of Brazil</li> <li>- Use maps and an atlas to locate Brazil and its major cities</li> </ul>
<b>Pre and post assessment</b>	APJS pre/post assessment		APJS pre/post assessment
<b>Links with other subjects</b>	Creating a tourism leaflet promoting the advantages of living in the area (key geographical features)		

	<b>Possible resources/ websites</b>			
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