

Geography Long Term Plan

	Year A					Year B				
	Term 1	Term 2	Term 3	Term 4	Term 5/6	Term 1	Term 2	Term 3	Term 4	Term 5/6
Reception	Dinosaurs	Family celebrations and memories	In the jungle	Space	Minibeasts	Pirates	Seasonal changes	Toys	Holidays	You, me and everyone
Year 1 and 2	Mary Anning		The Amazon		Significant Places Locally		Hot and Cold Places		A Seaside Holiday	My Locality
Year 3 and 4	Rocks and Fossils		Brazil		Rivers/Hills/Water Cycle		Diverse Environments		The UK: Physical Features	My Locality
Year 5 and 6	The Galapagos		Deforestation		Global Trade		Earth and its Physical Features		Global Community	

Topic overview of geography in the Early Years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<p>Dinosaurs</p> <p>Pupils will find out about dinosaurs and where they used to live. They will explore fossils and where the largest dinosaur was discovered.</p>	<p>Family, celebrations and memories</p> <p>Pupils will look at maps to explore where we will live. They will learn about where their parents lived as children. Pupils will learn about their own immediate environment and compare it to that of another family</p>	<p>Rainforests- Madagascar</p> <p>Pupils will find out about where Madagascar is using a globe and an atlas. They will compare Madagascar as an island to that of the United Kingdom. The pupils will learn that Madagascar harbours lush rain forests, tropical dry forests, plateaus, and deserts. They will briefly learn about the different layers of the rainforest. They will learn about different landscapes.</p>	<p>Space</p> <p>Pupils will learn about the environment on the moon and how it compares to our own.</p>	<p>The natural world- minibeasts</p> <p>Pupils will learn about the minibeasts that can be found in their immediate locality and compare them to a few favourites from around the globe. Through the minibeast topic the children will Learn about seasons and the lifecycle of minibeasts.</p>	
Year B	<p>Pirates</p> <p>Pupils will create treasure maps and use directional vocabulary. They will learn about a compass and how important it was for pirates to navigate the seas.</p>	<p>Seasonal changes</p> <p>Pupils will learn about seasonal changes and be able to discuss them using the correct tense. They will observe and discuss the weather. The pupils will compare their own immediate environment to that of another based on interests</p>	<p>Toys</p> <p>The pupils will learn about different toys from around the world.</p>	<p>Holidays</p> <p>Pupils will use an atlas to plot where they have all been on holiday. They will learn about the furthest distance anyone may have travelled. Pupils will ask family members where they have lived or where they have travelled to. They will then explore those countries and their environments.</p>	<p>You, me and everyone</p> <p>Building on the previous topic the pupils will look at different locations around the globe and explore its environment and compare it to theirs. The pupils will explore google earth and we will find each of their houses. They will also learn about their school environment and compare it to that of a city or a town.</p>	

Geography in the Early Years

Year A and B

	Understanding the world	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

KS1 Geography Units

Year	Autumn	Spring	Summer
KS1A	<p>Mary Anning</p> <p>Short unit Pupils will use an atlas to find a map of the UK, and then identify the difference between areas of land and water. Defining vocabulary of coastal geography. Locating Lyme Regis on a map. Simplified understanding of the structure of the World, with associated vocabulary. How Pangea has led to formation of present continents and oceans. Naming and locating the world's seven continents and five oceans.</p>	<p>The Amazon</p> <p>Pupils will revisit naming and locating continents and oceans. They will locate the Equator. They will locate the principal rainforests of the world on maps, globes and revisit using an atlas. Some focus on atlas user protocol , navigating an index, understanding page references and finding coordinates. Pupils will identify the differences between a temperate and tropical rainforest with a greater focus on the distinguishing features of a tropical rainforest. Pupils will study the location of the Amazon rainforest within the continent of South America , noticing primary features, i.e. River Amazon. The different layers of a tropical rainforest will be identified, and their properties investigated.</p>	<p>Significant Places Locally</p> <p>Supported by RGS unit- Map skills - Pupils will look at a variety of maps, including floor maps, globes and street map. They will revisit work completed in the Autumn term, identify a map of the UK, name and locate the four countries and their capital cities. They will identify key features and landmarks of each city. The idea of four compass points will be introduced, and pupils will be taught to give directions, using directional and locational vocabulary. Pupils will use aerial photographs, Google Earth, of the school to create a simple 2D map of the school site and its immediate environs. Pupils will select locations to photograph within the school grounds and use compass points to give directions to each place, marking the locations as key landmarks on the map. Pupils will create a key for their map using appropriate symbols for specific features. Pupils will visit the Rollright Stones as a significant local feature. They will map the area, using compass points to orientate the Stones in the local setting.</p>
KS1B	<p>Hot and Cold Places</p> <p>Pupils will study contrasting locations, Antarctica, a cold desert and the Sahara, a hot desert. They will also learn about the differences between the North (Arctic circle) and South Poles. Use RSG Weddell Sea unit to support. They will learn about the specific weather conditions of each area and how humans, animals and plants have adapted to survive in extreme conditions. They will locate principal hot and cold deserts on a world map, noticing their position in relation to the continents and oceans. Pupils will identify the different weather patterns associated with the four seasons in the UK. They will use weather measuring equipment, including rain gauges, anemometers, thermometers and weathervanes, and will design symbols to represent different types of weather.</p>	<p>A Seaside Holiday</p> <p>Pupils will study a map of the UK and locate key coastal settlements. They will be introduced to the idea of tourism and think about why certain parts of the country are visited for recreation. Learning will focus on a seaside resort e.g. Brighton. Pupils will study maps and aerial photographs of the resort, identifying key human and physical features. They will imagine their own seaside destination, draw maps using a grid with compass points, and a key for main features. They will use geographical vocabulary to give explanations of symbols and produce a tourist guide to their resort.</p>	<p>My Locality</p> <p>Pupils will make a study of a local urban settlement e.g. Chipping Norton. They will discuss differences between a village and a town and identify how space is used in both for housing, amenities, retail and leisure. Pupils will use surveys to help them learn about traffic, transport, types of housing and essential amenities. They will create 2D village and town maps, and a 3D street scape. Areas of older settlement will be contrasted with newer development. As a contrasting study, pupils will investigate an urban settlement in an African country, e.g. Nairobi in Kenya. They will notice similarities and differences, with a greater emphasis on the effect of tourism on the locality. This will complement work completed in the Spring Term.</p>

KS2 Geography Units

Year	Autumn	Spring	Summer
LKS2A	<p>Rocks and Fossils</p> <p>Short unit, introducing pupils to the structure of earth to enable them to understand the Rock Cycle. Pupils will conduct fieldwork on a trip exploring a local quarry.</p>	<p>Brazil</p> <p>RGS Unit - Pupils will learn about physical and human features of Brazil. Pupils explore maps at a range of scales to find out about key regions, cities and features of Brazil. Pupils present climate data to allow them to understand the variations of climate with the country of Brazil, as well as making comparisons to the UK. Pupils understand push and pull factors for migration of people within Brazil considering the differences between types of settlements. Then building on this to understand Favelas. Pupils then finish the unit with a comparison between Brazil and the UK.</p>	<p>River/Hills/Water Cycle</p> <p>RGS Unit - pupils will learn that rivers and river systems, are dynamic, changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives. Through use of OS maps, pupils will consider how the river physically changes over its journey, as well as exploring how rivers support settlements of different sizes. Pupils will learn about how rivers are involved in the water cycle.</p>
UKS2A	<p>The Galapagos</p> <p>Short unit, linking to work on Charles Darwin. Pupils will locate and describe the physical geography of the Galapagos.</p>	<p>Deforestation</p> <p>Pupils will explore the sustainability of the use of wood as a natural resource around the world. Also, exploring the impact of deforestation for palm oil, understanding its impact on economic activity and land use. Pupils will consider the wider impact of looking our natural environment by identifying how small actions at home can have a wider impact, by conducting local area fieldwork and presenting data by completing a litter pick and communicating with the local council.</p>	<p>Global Trade</p> <p>RGS Unit – Pupils will understand the need for trade and how this has developed over time. Pupils will understand where their food comes from and appreciate the term 'food miles'. Pupils will understand the complex nature of the global trade chain. Pupils will explore the need for Fair Trade. Through case studies in more and less economically developed countries, pupils will understand the term 'highest-valued exports'.</p>
LKS2B	<p>Diverse Environments</p> <p>Pupils will learn about the distribution of the world's different climatic regions through analysing maps. Pupils will develop an understanding of lines of latitude and longitude and the changes that occur to environments around the world along these lines. Pupils will learn about time zones and why these change.</p>	<p>The UK Physical Features</p> <p>RGS Unit – Pupils will develop geographical knowledge relating to the physical and human environments of The United Kingdom (UK). Pupils will identify the geographical features of the countries of the UK and understanding how some of these aspects have changed over time. Emphasis will be placed on the development of a wide range of data sources and presentational techniques to investigate and summarise places, patterns, similarities and differences within and between the regions of the UK. Case studies will help to exemplify key geographical themes, for example, weather patterns and city growth. A comparative study of the historical development of Birmingham and Blackpool will elucidate the influence of physical and human factors on the growth, prosperity and decline of settlements.</p>	<p>My Locality</p> <p>Short unit – Pupils will find out about their closest settlements and consider how they are similar and different through studying maps and aerial photographs – Great Rollright, Chipping Norton and Oxford. Pupils will use OS maps to explore and understand more about their local area. They will create their own maps as part of exploring the village and surrounding areas. Pupils will then use these in orienteering activities.</p>
UKS2B	<p>Earth and its Physical Features</p> <p>RGS Unit – Pupils will learn about the physical geography of Mount Everest. Through an account of the first successful ascent of Mount Everest pupils will also appreciate the global significance of the location, and the men's endeavour. Through map work pupils will explore the geographical location of the main continental mountain ranges. Within the UK, the highest peaks of each constituent nation will be identified before looking more closely at a case study of Snowdon. Using the Ordnance Survey map of Snowdon, pupils will develop their map skills by undertaking a mapping task. Pupils will investigate how mountains are formed. Pupils will understand how volcanoes, another type of mountain, are formed and where they are located. Pupils will explore and respond to the question, 'Why do people live near volcanoes?' Pupils will learn about earthquakes; where they are located, why they happen, how they happen, and their aftermath on both the landscape and the people most affected. The San Andreas Fault, western USA, will be highlighted as a case study.</p>		<p>Global Community</p> <p>This is a relatively open topic allowing best use of current affairs and global events. Lessons will include exploring topical issues e.g. the disparity between the lives of rich and poor around the world, availability of food and water, doctors/hospitals etc.</p>

KS2 Geography National Curriculum Distribution

Locational knowledge: location and characteristics of human and physical features, environmental regions, countries, major cities

Place knowledge: similarities, differences in human and physical between region of UK, a European Country and N or S America

Module	Europe + Russia	N. America	S. America	UK	UK topographical features	UK land use	UK change over time	Lat, long, equ hems, trop	Arctic, Antarctic circle, meridian, time zones
Brazil									
Rivers, hills and water cycle									
Diverse environments									
Rocks and fossils									
The UK									
My locality									
Global trade									
Global community									
The Galapagos									
Deforestation									
Earth and its physical features									

Human geography: describe and understand

Module	Settlement types	Land use	Economic activity	Trade links	Natural resources distribution	Energy distribution	Food distribution	Water distribution
Brazil								
Rivers, hills and water cycle								
Diverse environments								
Rocks and fossils								
The UK								
My locality								
Global trade								
Global community								
The Galapagos								
Deforestation								
Earth and its physical features								

Physical geography: Describe and understand

Module	Climate zones	Biomes and vegetation belts	Rivers	Mountains	Volcanoes	Earthquakes	Water cycle
Brazil							
Rivers, hills and water cycle							
Diverse environments							
Rocks and fossils							
The UK							
My locality							
Global trade							
Global community							
The Galapagos							
Deforestation							
Earth and its physical features							

Geographical Skills and fieldwork: locate and describe features and places							
Module	Globes, maps, atlases	8-point compass	4 and 6 figure grid refs	Map symbols and key	OS maps	Local area fieldwork	Present data (inc. digitally)
Brazil							
Rivers, hills and water cycle							
Diverse environments							
Rocks and fossils							
The UK							
My locality							
Global trade							
Global community							
The Galapagos							
Deforestation							
Earth and its physical features							