



BLUE: Knowledge

GREEN: Skills

| | Autumn Term | Spring Term | Summer Term |
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| Nursery | <p>I wonder what is special about me? I wonder how it works?</p> <p>To understand position through words alone (for example 'the bag is under the table' with no pointing).</p> <p>To describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> | <p>I wonder what is real? I wonder who can help me?</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>I wonder what is out there? I wonder how things change?</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> |



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| Reception | <p>I wonder who I am? I wonder how it is made?</p> <p>Explore the natural world around them.</p> <p>Use positional language in the classroom.</p> <p>Use some geographical language such as houses, roads, weather.</p> | <p>I wonder who works there? I wonder who lives there?</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> | <p>I wonder how it changes? I wonder how I can get there?</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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.</p> <p>Know some similarities and differences between the natural</p> |
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| | | | <p>world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> |
| Year 1 | <p>Dinosaurs & Happily Ever After No Geography topic this term</p> <p><u>Communicate Geographically:</u> Key Vocabulary: (Can be linked to topics / English) Forest, hill, mountain, weather, city, town, village, farm, house.</p> | <p>Great Britain & Paddington Bear</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a</p> | <p>How does your garden grow & All Abroad.</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the</p> |



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| | <p>contrasting non-European country (Peru – link to Paddington).</p> <p><u>Investigate Places</u></p> <ul style="list-style-type: none">● Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place? What do people do in this place?)● Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area● Name and locate the world's continents and oceans● Express their own views about people, places and environments● Use secondary sources of information (e.g. CD-Roms, pictures, internet, photographs, stories, information)● Identify the 4 UK countries on a variety of maps to introduce idea of different maps <p><u>Communicate Geographically:</u></p> <ul style="list-style-type: none">● Discuss what makes a place a capital | <p>North and South Poles.</p> <p><u>Investigate Patterns</u></p> <ul style="list-style-type: none">● Identify seasonal and daily weather patterns in the UK school)● Use secondary sources of information (e.g. CD-Roms, pictures, internet, photographs, stories, information Investigate Patterns● Identify seasonal and daily weather patterns across the UK <p><u>Communicate Geographically</u></p> <ul style="list-style-type: none">● Use basic geographical vocabulary to refer to: Key human features including: city, town, village, factory, farm, house, office and shop.● Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and |
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| | <p>city – is it important? Why?</p> <ul style="list-style-type: none">• Introduce the names of the water around the UK – consider why they are named in this way• Use basic geographical vocabulary to refer to: Key human features including: city, town, village, factory, farm, house, office and shop. Key Physical features including: cliff, beach, hill, mountain, sea, ocean, soil, valley, vegetation, season, weather.<ul style="list-style-type: none">• Use compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to verbalise / describe the location of features on a map. <p><u>Investigate Patterns</u></p> <ul style="list-style-type: none">• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK – Bicester / London. | <p>weather.</p> <ul style="list-style-type: none">• Talk about the weather – create a weather forecast when looking out of the window or by looking at pictures of the weather – link again to compare Peru & the UK |
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| | | <ul style="list-style-type: none">• Think about the things that are the same / different between the UK and Peru. Why might they be different? | |
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| Year 2 | <p>Who are we? & African Adventures</p> <p>Use aerial photos 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.</p> <p>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> <p>Use simple compass directions and locational and directional language (e.g. Near and far, left and right), to describe the location of features and routes on a map</p> <p><u>Investigate places</u></p> <ul style="list-style-type: none">• Use secondary sources of information (e.g. CD-Roms, pictures, internet, photographs, | <p>London's Burning & Once Upon a time ...</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p><u>Investigate places</u></p> <ul style="list-style-type: none">• Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place? What do people do in this place?)• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas – introduction to this, there will be further coverage of this in the summer term. Focus will be | <p>Down at the bottom of the Garden & Adventurers</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas (build on knowledge from previous term and year)</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |
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| | <ul style="list-style-type: none">stories, information texts, videos.Communicate in different ways including through numerical and quantitative skills, maps and picturesMake maps and plans – focus initially on the classroom before developing to the school site and Bicester.Identify the land use around the school siteFollow a route on a map around the school – consider the scale of the map <p><u>Communicate geographically</u></p> <ul style="list-style-type: none">Use compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map: map of school / BicesterUse aerial photographs and plan perspectives to recognise | <p>on London</p> <ul style="list-style-type: none">Express their own views about people, places and environments (e.g. landmarks in London)Use geographical vocabulary (e.g. hill, motorway, near, far, north, south) <p><u>Communicate geographically</u></p> <ul style="list-style-type: none">Focus on basic geographical vocabulary to refer to: Key human features including: city, town, village, factory, farm, house, office and shop. Focus: London. This should revise and extend the vocabulary introduced last yearCommunicate understanding through writing at length | <p><u>Investigate places</u></p> <ul style="list-style-type: none">Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place? What do people do in this place?)Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studiedName and locate the world's continents and oceansUse globes, maps, plans at a range of scales to consider the world as a whole |
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| | <p>landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key: link with Computing – planning a journey in small steps, using Beebots. Also google maps.</p> <ul style="list-style-type: none">• Devise a simple map and use and construct basic symbols in a key. Use simple grid references (A1, B1): use landmarks in London• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. | | |
| Year 3 | <p>Where in the World? & The Stone Age Rocks!</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human characteristics,</p> | <p>Roaming in the Rainforest.</p> <p>Understanding geographical similarities and differences through a study of human and physical geography of a region in a European country and a country in North or South America (Link to term one)</p> | <p>Tomb Raiders.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |



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| | <p>countries and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including night and day)</p> <p><u>Investigate places</u></p> <ul style="list-style-type: none">Ask and answer geographical questions about the physical and human characteristics of a locationExplain own views about locations, giving reasonsUse maps, atlases, globes and digital/computer mapping to locate countries and describe featuresUse a range of resources to identify the key physical and human features of a locationExpress their own views about people, places and environments | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">Physical geography, including: climate zones, biomes and vegetarian belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><u>Investigate places</u></p> <ul style="list-style-type: none">Ask and answer geographical questions about the physical and human characteristics of a locationExplain own views about locations, giving reasonsUse maps, atlases, globes and digital/computer mapping to locate countries and describe featuresUse a range of resources to identify the key physical and human features of a locationExpress their own views about people, places and environmentsCommunicate understanding through writing at lengthUse maps, atlases, globes and digital/computer mapping to locate | <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including night and day)</p> <p><u>Investigate places</u></p> <ul style="list-style-type: none">Use a range of resources to identify the key physical and human features of a locationName and locate counties and cities, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time – link to River NileExpress their own views about people, places and environments |
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| <ul style="list-style-type: none">● Communicate understanding through writing at length <p><u>Communicate geographically</u></p> <ul style="list-style-type: none">● Discuss where these places are in relation to others – link to UK, rest of Europe, other places in the world● Ensure names of places / cities are linked for future recall <p><u>Investigate patterns</u></p> <ul style="list-style-type: none">● Consider countries in Europe – are there any geographical links? (Mountains, lakes, coasts) | <p>countries that feature Tropical Rainforests</p> <p><u>Communicate Geographically</u></p> <ul style="list-style-type: none">● Ask and answer geographical questions about the physical and human characteristics of the Tropical Rainforests● Explain own views about the Tropical Rainforests, giving reasons● Express their own views about the people, places and environments of the Tropical Rainforests● Locate the world's countries, using maps to focus North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities● Describe geographical similarities and differences between countries that have Tropical Rainforests | <ul style="list-style-type: none">● Communicate understanding through writing at length● Name and locate the countries of Europe and identify their main physical and human characteristics <p><u>Investigate patterns</u></p> <ul style="list-style-type: none">● Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic, Circle and date time zones. Describe some of the characteristics of these geographical areas |
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| | | <p><u>Investigate patterns</u></p> <ul style="list-style-type: none">• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic, Circle and date time zones. Describe some of the characteristics of these geographical areas• Describe geographical similarities and differences between countries | |
| <p>Year 4 2022- Autumn and Spring have swapped around</p> | <p>Let me Entertain you & Who were the Mayans?</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> | <p>What did the Romans do for us?</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">• Human geography, including: settlements, land use in relation to the Roman Empire. <p>Identify the position and significance of</p> | <p>Water, Water Everywhere & Dreaming Spires Inspires.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> |



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| | <p>Locate the world's countries, using maps to focus on North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities (Link for Mayans)</p> <ul style="list-style-type: none">Human geography, including: settlements, land use. <p><u>Investigate Places</u></p> <ul style="list-style-type: none">Use secondary sources of information (e.g. CD-ROMS, pictures, photographs, stories, information texts, videos, artefacts)Locate the world's countries, using maps to focus North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities | <p>latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p><u>Investigate Places</u></p> <ul style="list-style-type: none">Use maps, atlases, globes and digital/computer mapping to locate the countries which became part of the Roman Empire, showing progression over time of how the Empire expandedName and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these have changed over time since the Roman invasion. <p><u>Communicate Geographically</u></p> <p>Describe how the UK changed with the arrival of the Romans.!</p> | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">Physical geography, including: the water cycle, rivers <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Oxford as a place in the UK and rivers)</p> <p><u>Investigate Places</u></p> <ul style="list-style-type: none">Use maps, atlases, globes and digital/computer mapping to locate Oxford and describe it in geographical termsIdentifying human and physical characteristics, key topographical features of Oxford (River Thames, Cotswolds (Oxfordshire)), and land-use patterns; and understand how some of these aspects have changed over time |
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| | | | <ul style="list-style-type: none">● Use secondary sources of information (e.g. CD-ROMS, pictures, photographs, stories, information texts, videos, artefacts)● Find the source of the River Thames and consider features of a river including: source, estuary, meander, erosion, waterfall – consider how these have changed the shape and course of the river. |
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Investigate Patterns

- Describe how the locality of Oxford has changed over time – consider the change of the path of the river – was this human or natural?
- Compare rivers in the UK – are there any similarities / differences.

Communicate Geographically

Describe key aspects of:



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| | | | <ul style="list-style-type: none">Physical geography including: rivers, mountainsExplain how the water cycle works and why this is important.Human geography including: settlements and land useBegin to talk in terms of Use the 8 points of a compass, 4- figure grid references, symbols and key to communicate knowledge of Oxford and its places of interest.Collect and analyse statistics about rivers and their surrounding environments, and other information in order to draw clear conclusions about river locationsIdentify and describe how the physical features of river environments affect the human activity within a locationUse a range of geographical resources to give detailed descriptions and opinions of the |
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| | | | <p>characteristic features of rivers.</p> <ul style="list-style-type: none">• Name some of the countries and cities in the world and their identifying human and physical characteristics, particularly rivers and land-use |
| Year 5 | <p>Peaks and Summits</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including night and day)</p> <p>Use the 8 points of a compass, 4- and 6- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of UK and wider world to describe the main location of features and routes on maps</p> <p>Locate the world's countries, using</p> | <p>Whose Land is it Anyway? & Vicious Vikings</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including night and day)</p> <p>Describe and understand key aspects of human geography including: land-use patterns and how these have changed over time.</p> <p><u>Investigate Places</u></p> <ul style="list-style-type: none">• Name some of the countries and cities | <p>Does your Country Need You?</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including night and day)</p> <p>Use maps, atlases, globes and digital / computer mapping to locate countries.</p> <p><u>Investigate Places</u></p> <ul style="list-style-type: none">• Name and locate the countries of the world involved in WW2. |



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| <p>maps to focus on the UK, Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Describe and understand key aspects of</p> <ul style="list-style-type: none">• Physical geography: mountains, volcanoes <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Investigating places</u></p> <ul style="list-style-type: none">• Locate the main mountain ranges on earth, including the ones under the sea. Use globes, atlases and digital-mapping to do this.• Name and locate the key mountain ranges of North America and identify their main | <p>in the world to understand the journeys taken by groups of people.</p> <ul style="list-style-type: none">• Locate the starting point for each group of people on a map then draw the route taken by these people.• Consider how the ownership and use of the land has changed over time (link to Anglo-Saxons and Vikings)• Investigate the name of places under Anglo Saxon and Viking rule. <p><u>Communicate Geographically</u></p> <ul style="list-style-type: none">• Discuss why people invaded – what did they find that they needed? Why did they leave their homelands? What did they gain by invading? (In geographical terms) <p><u>Investigate Patterns</u></p> <ul style="list-style-type: none">• How did the land use change over time? Why did this happen? | <p><u>Communicate Geographically</u></p> <ul style="list-style-type: none">• Consider the route taken by troops during WW2. |
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| | <p>physical characteristics.</p> <ul style="list-style-type: none">• Compare mountain ranges Rockies (North America), Snowdon range (UK) and Himalayas (Asia), looking at the similarities and the differences.• Identify and describe how the physical features affect the human activity within one of the studied locations. <p><u>Investigate Patterns</u></p> <ul style="list-style-type: none">• Compare weather patterns and temperatures on each of the summits.• Use the 8 points of a compass, 4-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the UK and the world. | | |
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| Year 6 | <p>Climate Heroes & Powerful Earth</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including night and day)</p> <p>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> <p>Describe and understand key aspects of 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</p> | <p>All's Quiet on the Western Front & Evolution.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including night and day)</p> <p>Locate the world's countries, using maps to focus on Europe</p> <p><u>Investigate Places</u></p> <ul style="list-style-type: none">Locate the countries involved in WW1 using maps / globes.Mark on a map the land returned by Germany under the T of Versailles at the end of the war. | <p>Ancient Greece & Travel & Trade.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including night and day)</p> <p>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> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p> |
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| | <p>Describe and understand key aspects of</p> <ul style="list-style-type: none">● Physical geography: climate zones, biomes and vegetation belts, rivers, volcanoes and earthquakes. <p><u>Investigate Places</u></p> <ul style="list-style-type: none">● Where the different Erasmus countries are in the world: Serbia, Poland, Lithuania and Italy. <p>Locate them on an atlas and:-</p> <ul style="list-style-type: none">● Explore the physical and human geographical features of each country, including the major cities.● Understand different natural disasters and explore the impact of them on the people and on the land. <p><u>Investigate Patterns</u></p> <ul style="list-style-type: none">● Describe where each natural disaster occurs around the world and explain some of the reasons for this. | | <p>natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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> <p><u>Investigate Places</u></p> <ul style="list-style-type: none">● Locate Greece on a map (Ancient Greece) |
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| <ul style="list-style-type: none">Understand some of the reasons for geographical similarities and differences between countries <p><u>Communicate Geographically</u></p> <ul style="list-style-type: none">Understand and explain what causes each natural disaster. <p>Key vocabulary: Trade links, economic activity, land use, settlement, natural resources. Latitude, longitude, northern Hemisphere, equator, southern hemisphere, tropics of cancer and capricorn, arctic and antarctic circle.</p> | | <ul style="list-style-type: none">Locate the counties of the UK on a map – focus on rivers, hills, coasts, mountains, any natural resources.Locate places of entry into the UK – link to trade.Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in Bicester.Record the results from above in a range of waysIdentify and describe how the physical and human features affect the human activity within a locationAnalyse and give views of the effectiveness of different geographical representations of a location <p><u>Investigate Patterns</u></p> <ul style="list-style-type: none">Compare 2 different counties |
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| | | | <p>of the UK – what's the same? What's different? Why?</p> <p><u>Communicate Geographically</u></p> <ul style="list-style-type: none">● Create slides presentation of a county (with a focus on geographical aspects) in the UK & present to the class.● Discuss the making of a product and how the components are from across the world - why is this the case?● Talk about globalisation and the global economy.● Investigate Fair Trade and its implications for the countries around the world. |
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