

Geography Long Term Plan

The Oaks Primary School

Ipswich

The Oaks geography vision

Please ensure that these pictures are displayed in KS1 classes:



THREADS

Please use these threads to make links and build on prior learning.

I have given suggestions to recaps you can use - these are ones I felt linked to the learning in your year group however it is important to recap all learning where gaps are assessed so please do recap other areas of prior learning as well.

Threads at a glance:

Locational Knowledge	Where is it?
Place Knowledge	Exploring geographical features, exploring the similarities and differences between places and considering what makes that place.
Physical Geography	Natural geographical features including types of land and water, biomes, landmarks and weather.
Human geography	Man Made geographical features including settlements, human landmarks and why some human features are located where they are.
Fieldwork and mapwork	What, where and how - looking at geographical knowledge in context.
Culture	People - who lives there?; what a place is like. The how and the why people have made it that way.

Threads	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	There are different countries in the	Our community being chantry, our	Recap -our community being	Recap - 7 continents and 5	Recap - 7 continents and 5	Recap - equator and hot and cold	Recap Arctic and Antarctic Circles	Recap latitude and longitude.

Where is it?	world - talk about their differences	town being Ipswich and our country being England.	<p>chantry, our town being Ipswich and our country being England. (Reception)</p> <p>Name and locate 4 countries and capital cities that make up the UK.</p> <p>Name surrounding seas of the UK.</p> <p>Name and locate 7 continents and 5 oceans. Show different map projections and perspectives. Coastal locations.</p>	<p>oceans England, 4 countries of UK and their capitals and surrounding seas (Year 1)</p> <p>Hot and cold areas of the world - where would you find them? - Arctic and Antarctic Circles Equator</p>	<p>oceans (Year 1) Hot and cold areas of the world - Arctic and Antarctic Circles and the Equator (year 2)</p> <p>Locate some major and local rivers</p>	<p>areas of the world, Arctic and Antarctic Circles (year 2)</p> <p>Lines of latitude and longitude. Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, date and times zones.</p> <p>Locate regions, counties and cities of UK.</p> <p>Locate major countries and cities of the world. (year 4)</p> <p>Locate the Lake District, the Tatra mountains and the Blue Mountains (Jamaica).</p>	<p>(year 2) latitude and longitude Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, date and times zones and locating regions, counties and cities of UK. Locate major countries and cities of the world. (year 4)</p> <p>Locate volcanoes, mountains, tectonic plates and major earthquakes.</p>	<p>Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, date and times zones and locating regions, counties and cities of UK. Locate major countries and cities of the world. (year 4)</p> <p>Recap locating volcanoes, mountains and tectonic plates (year 4)</p> <p>Locate settlements.</p> <p>4 and 6 figure grid references</p>
<p>Place knowledge</p> <p>Exploring geographical features, exploring the similarities and differences between places and considering what makes that place.</p>	Weather in our local area. Look at their home and where they live.	<p>Main features of forests and farms.</p> <p>Talk about places they know - homes, classrooms, local area - similarities and differences.</p>	<p>Recap - features of forests and farms (reception).</p> <p>Main features of our local area. Similarities and differences of features in my local area / coastal locations.</p>	<p>Recap - Main features of our local area. Main features of Nairobi Similarities and differences of features in London and Nairobi, Kenya</p>	<p>Recap - Main features of our local area, London and Nairobi (Year 2)</p> <p>Main features of major and local rivers.</p>	<p>Recap - Main features that define Europe, North America and South America (year 3) - rivers specifically.</p> <p>Similarities and differences of features between the Lake District, Tatra mountains and the Blue Mountains (Jamaica).</p> <p>Main features that define Europe, North America and South America</p>	Main features of volcanoes, mountains, tectonic plates and earthquakes.	<p>Recap - any settlements from Year 4,5,6 - vocab introduced in Year 4.</p> <p>Main features of a settlement.</p>
Physical	Respect and care	Main features of	Recap - features	Main features of	Recap - Main	Recap - main	Main features of	Main features of

geography: natural features Natural geographical features including types of land and water, biomes, landmarks and weather.	for natural environment There are different countries in the world - talk about their differences	farms and forests	of forests and farms (reception). Main features of our local area. Main features of seashores - link to weather	the school and surrounding area - (build from Year 1) Main features of Nairobi - including the weather (link to equator)	features of local area, London and Nairobi (year 1 and 2) Main features of a biome Main features of key location visited Main features in the UK	features in the UK. (Year 3) Physical landmarks of England, Northern Ireland, Scotland and Wales Features of the Lake District, Tatra mountains and the Blue Mountains (Jamaica). Topographical patterns of the UK Main features that define Europe, North America and South America	earthquakes, volcanoes and mountains.	the Water cycle Main features of types of settlements
Human geography: manmade features Man Made geographical features including settlements, human landmarks and why some human features are located where they are.	There are different countries in the world - talk about their differences	Main features of farms and forests	Recap - features of forests and farms (reception). Main features of our local area. Main features of seashores	Main features of the school and surrounding area - (build from Year 1) Main features of Nairobi	Recap - Main features of local area, London and Nairobi (year 1 and 2) Main features of key location visited	Recap - Main features that define Europe, North America and South America (year 3) Human landmarks of England, Northern Ireland, Scotland and Wales Features of the Lake District, Tatra mountains and the Blue Mountains (Jamaica). Main features that define Europe, North America and South America		Recap - ports (year 1) as links to trade links Main features of types of settlements
Fieldwork/map	Simple maps to	Trip to farm, forest	Recap - trips in	Study the	Recap - features	Recap - 8 points	Recap - 8 points	Recap - 8 points

work What, where and how - looking at geographical knowledge in context.	get to the pond and climbing frame.	and park Use aerial maps of farms and forests. Use of atlases, google maps, maps, globes	reception. Local area trip Use aerial maps to locate key features of the local area. Use atlases and globes to locate continents and oceans.	geography of the school and surrounding area (build from Year 1) Construct map key, Sketch maps. Use a map key. 4 points of the compass	of local area (year 1 and 2) 4 points of the compass (Year 2) 8 points on a compass Use aerial maps to locate key features of key location visited Use atlases and globes to locate continents and oceans (building on from Year 1).	on a compass (year 3) Use aerial maps to locate Lake District, Tatra mountains and the Blue Mountains (Jamaica). Use maps, atlases, globes and digital technologies to locate Lake District, Tatra mountains and the Blue Mountains (Jamaica).	on a compass (year 3) Use aerial maps to locate volcanoes, mountains, tectonic plates and earthquakes. Use maps, atlases, globes and digital technologies to locate volcanoes, mountains, tectonic plates and earthquakes.	on a compass (year 3) 4 and 6 figure grid references Use aerial maps to locate settlements Use maps, atlases, globes and digital technologies to locate settlements
Culture People - who lives there?; what a place is like. The how and the why people have made it that way.	Different cultures in different parts of the world	Different cultures in different parts of the world (building on from nursery)		Comparing cultures between London and Nairobi		Recap - culture from Nairobi (year 2) Comparing cultures between the Lake District, Tatra mountains and the Blue Mountains (Jamaica).		Patterns of people, their movements and economic activity.

KEY VOCABULARY - which year is it introduced?

VOCABULARY DEFINITIONS AND ACTIONS:  **Geography vocab definitions and actions**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical feature (natural) Human feature (man-made), map, fields, church, library, weather, town, country	Physical feature (natural) Human feature (man-made), map, crops, fields, church, library,	continent, oceans, seas, hill, soil, city, village, factory, office, port, harbour, season, mountains, rivers, beach,	Map key, near, far, left, right, equator, North and South poles, Arctic and Antarctic circles, landmarks, valley,	Biomes, aquatic, grassland, desert, tundra, climate zones, vegetation belts, Northern Hemisphere, Southern	Counties, latitude and longitude line, date and times zones, settlement, topographical, settlements	Volcanoes, magma, lava, eruption, dormant, earthquakes, tectonic plates,	Water cycle, land-use, economic activity, trade links, distribution of natural resources (energy, food,

	weather, town, country	cliff, coast, urban, rural	vegetation, north, south, east, west	Hemisphere, the Tropics of Cancer and Capricorn,			minerals, water)
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TRIPS & VISITORS

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Whole school assembly: Christmas celebrated/not celebrated around the world	Local area trip?	Farm and forest (Easton farm park)	Local area trip to Stonelodge park and library		Rendlesham Forest			Local area - map work
Spring		Local area Chantry park trip		Local trip to church, Fieldwork walks around school			Natural History Museum London to experience the Earthquake machine as part of our savage world topic.	

Summer		Colchester Zoo	Felixstowe		The River Lady - Orwell River	We don't have any in Y4 but we'd like to discuss how we could fit this in. It would work best with our Summer term topic: Great Britain :)		In Summer we complete a mini Myan topic. We don't yet have a visit here but it would be good to or a visitor in to talk about Myan life.
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Substantive knowledge - this is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content as pupils become more expert in their understanding. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge.

Disciplinary knowledge – this is the use of knowledge and how children become a little more expert as a **geographer by Thinking Geographically**. Teachers can develop tasks for children to ‘**Think Geographically**’ through:

***Place and space**

Place - knowing a place is a location and what this means to people. How places are influenced and shaped by the people who live there.

Space - location on the earth's surface defined by latitude and longitude. Knowing that space is more general and does not have meaning.

***Scale and connection**

Scale - to get a better understanding of locality compared to globality. Pupils having a sense of zooming in and zooming out.

Connection - how local places are connected when you zoom in, and how they are connected to the wider locality when you zoom out focusing on region/county/country/global

Relational perspectives - Knowing there is more than one way of living, understanding the culture and the things people do eg. how people in Nairobi live with animals such as lions.

***Physical and human geography**

An appreciation of how places evolve and are shaped by physical and human geography.

Past - how have physical processes and people influenced this place?

Present - how are physical processes and/or people influencing this place?

Future - what could this place be like in the future, given the influences by physical processes or people?

***Environment and sustainability**

Environment - What is the environment like? Draws on human and physical geography to help explain 'how did it get like that?' Thinking about ethical consumer habits.

Sustainability - considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution. What it means to be a responsible citizen.

***Culture and diversity**


Culture - the way people have done or do things around here. The way a place is shaped by human ideas and beliefs. An understanding and respect for ethnicity and diversity through knowing more about other cultures and people.

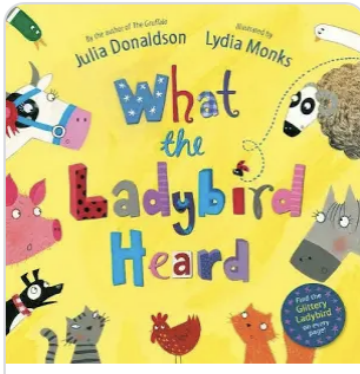
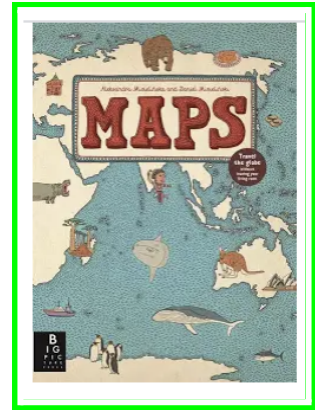
Diversity - the difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth and connection and the difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine...

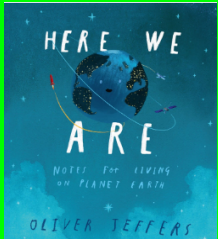
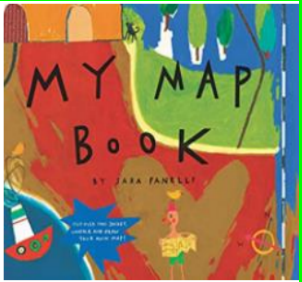


Regional inequality - For example, how Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely, how poverty and slums are ever present within the setting of the city.


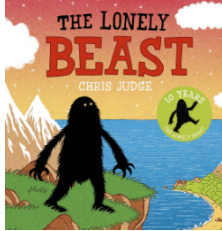
Links to disciplinary knowledge in green.

	Autumn	Spring	Summer
Nursery Geography elements are embedded through the topics taught, revisited and recapped across the year.	<p><u>UK and other countries around the world</u></p> <ul style="list-style-type: none"> -Know Halloween is celebrated in England and America. Scale and connection -Discuss where my family lives. House, flat -Birthdays are celebrated differently in different countries. Scale and connection <p><u>Local environment</u></p> <ul style="list-style-type: none"> --Use simple maps to find things in the school grounds eg. pond, forest Place and space -discuss directions in classroom and garden -Make simple comparisons between Christmas at nursery and in their homes. Talk about how Santa gets into different homes. Eg door, chimney, fire place, roof, windows etc. Scale and connection -Compare other houses to our own (pictures and a local walk). <p><u>Weather</u></p> <ul style="list-style-type: none"> -know clothing needed for different weather. -describe weather (rain, snow, wind, sun) -know it is darker in the morning and earlier in the evening in the winter. <p>How do you know it is day or night? How are they different?</p>	<p><u>UK and other countries around the world</u></p> <ul style="list-style-type: none"> -Know how to look at a map, atlas, globe (linking to the flags of the UK and other countries through special days eg Burns night, Chinese new year, St David's day, St Patrick's day) Place and space -Children can talk about their own experiences eg holidays, countries they have lived in/ have family in. -Make their own maps and plans with paper and construction. Place and space -Notice and discuss similarities and difference between themselves and other cultures and their country and other countries eg. Easter Scale and connection <p><u>Local environment</u></p> <ul style="list-style-type: none"> -Notice things in their local environment including the classroom, school, school grounds and their home. -Follow maps and re-create these in different ways eg. Simple map of the nursery garden, map of school to get to the forest and climbing equipment, map to get to the bakery and post box (role play) -Make simple comparisons between the environment at school and the environment at home. <p><u>Weather</u></p> <ul style="list-style-type: none"> -know clothing needed for different weather. 	<p><u>UK and other countries around the world</u></p> <ul style="list-style-type: none"> -Know how to look at a map, atlas, globe (linking to the flags of the UK and other countries through special days eg May day, Eid Place and space -Children can talk about their own experiences eg holidays, countries they have lived in/ have family in. - They also make their own maps and plans with paper and construction. Place and space -Notice and discuss similarities and difference between themselves and other cultures and their country and other countries Scale and connection <p><u>Local environment</u></p> <ul style="list-style-type: none"> -Explore and notice things in their local environment including the classroom, school, school grounds, their home and local visits. -Discuss natural and manmade features in real life and stories. Eg park, pond, buildings, roads, forest. Wow said the Owl, Shark in the park, 5 little ducks.(role play) <p><u>Weather</u></p> <ul style="list-style-type: none"> -know clothing needed for different weather. -describe weather (rain, snow, wind, sun) -know in summer we visit the beach.

	<p>What is the weather like today?</p> <p>How are we different from others in the world? (linked to celebrations) Scale and connection</p> <p>Where do we live? How is this different from others? (chn can describe that they live in a house and what is it like) Scale and connection</p>	<p>-describe weather (rain, snow, wind, sun)</p> <p>-know it is darker in the morning and earlier in the evening in the winter. Know that flowers grow in spring.</p> <p>What is a map? How do we follow it? Place and space</p> <p>What is the weather like today?</p> <p>How is school different from my home?</p>	<p>-Weather boxes- Opportunities to explore the weather at different times of the year.</p> <p>What can you see that is natural? Physical and human geography</p> <p>What can you see that is man-made? Physical and human geography</p> <p>What is the weather like today?</p> <p>How are we different from others in the world? (linked to celebrations) Scale and connection</p> <p>Where do you live?</p>
Reception	<p><u>Farms and Forests</u></p> <p>-Aerial view maps of farms and forests and the bear hunt and photos. Place and space</p> <p>-Maps help us know where things are. Land = farm and forest know what land looks like on a map, atlas. (maps book land) Place and space</p> <p>-Farms as human features of the environment and forests as physical features of the environment. Physical and human geography</p> <p>-Farms have crops, trees, fields all that are managed by farmers (humans).</p> <p>-Forests have trees, leaves and are natural.</p> <p>-Describe the weather on any particular day.</p> <p>What is a farm?</p> <p>What is a forest?</p> <p>What is land? What does it look like on a map? Place and space</p> <p>What is our weather like? How is this different from other places in the world? Scale and connection</p>  <p>Focus - celebrating cultural differences</p>	<p><u>Goodies and Baddies</u></p> <p>-Talking about where we live. Chantry being our community, Ipswich being our town and England being our country. Trip link - discuss houses, what we see, church, shops, library. Chantry park visit - ducklings - pond, park lands, road safety links, houses etc. Physical and human features of our environment Place and space</p> <p>-Know that they live in a 'house' (or flat) and that it is on a 'road'.</p> <p>-Know houses, flats, etc are different to other homes around the world. Scale and connection</p> <p>-Locate (match) countries on a map of UK, focus on England. Locate Ipswich on a map of England Place and space</p> <p>-identify blue sea and green land in atlas, inflatable globe. Place and space</p> <p>-Similarities and differences of families, communities and traditions. Scale and connection</p> <p>Where do we live? What do you see in our local area?</p> <p>Do we live differently from others in the world? Scale and connection</p> <p>Where is England? Where is Ipswich?</p> <p>How are our families different? Where does your family live? Scale and connection</p>	<p><u>Into the Blue</u></p> <p>-identify blue sea and green land, where animals live, hot/cold countries (equator) in atlas, inflatable globe. Place and space</p> <p>-Use google maps on computer and ipads.</p> <p>-Know where some animals live (land/sea) - link to zoo trip, zoo day.</p> <p>-Air transport and where we would travel on a plane.</p> <p>-Discuss different people and cultural celebrations Scale and connection / Culture and diversity</p> <p>-Comparing land and sea and the differences between them in maps, on atlases, as well as size, climate and location. Place and space</p> <p>-know air pollution and sea pollution impact our planet, know how to keep our environment clean (litter pick). Environment and sustainability</p> <p>What is sea and what is land?</p> <p>What animals live in the sea and land?</p> <p>Where are the hot and cold places on Earth?</p> <p>How do we keep our environment clean? Environment and sustainability</p>

		 <p>Focus - Maps/plans/directions - Place and space</p>	 <p>Focus - naming some other countries, traditions and animals that inhabit them.</p>
Year 1	Autumn	Spring	Summer
	<p>Local Area</p> <p>Skills Fieldwork/map work</p> <ul style="list-style-type: none"> -Use simple compass directions (NSEW) and locational and directional language (Near, far, left, right) to describe the location of features and routes on a map. -Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <p>Place and space</p> <ul style="list-style-type: none"> -Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of the surrounding environment. -Understand human and physical geography of a small area of the UK (Chantry) Physical and human geography <p>Knowledge</p> <p>Human geography What are the human features of our local area?</p> <p>Physical geography What are physical features of our local area?</p> <p>Place knowledge What are the features of our local area?</p>	<p>History</p>	<p>Seaside</p> <p>Skills Fieldwork/map work</p> <ul style="list-style-type: none"> -Name and locate the world's 7 continents and 5 oceans. -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. Place and space -Identify seasonal and daily weather patterns in the UK.. -Use simple compass directions (NSEW) and locational and directional language (Near, far, left, right) to describe the location of features and routes on a map. <p>Knowledge Locational knowledge What are the 7 continents? What are the 5 oceans? What are the 4 countries of the UK? What are the capital cities of the 4 countries of the UK? What are the seas surrounding the UK?</p> <p>Human geography What are human features of seashores? Physical geography What are the physical features of seashores? Link to weather</p>

	 		 
Year 2	Autumn	Spring	Summer
	<p><u>Maps and Field Work</u></p> <p><u>Skills</u></p> <p>-Use simple compass directions (NSEW) and locational and directional language (Near, far, left, right) to describe the location of features and routes on a map Place and space</p> <p>-Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Place and space / Physical and human geography</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. Physical and human geography</p> <p><u>Knowledge</u></p> <p>Physical geography</p> <p>What physical features does this place have?</p> <p>Human geography</p> <p>What human features does this place have?</p> <p>Fieldwork/map work</p> <p>Map Keys: how can we show what a place is like?</p> <p>Sketch map: how can we show what a place is like?</p> <p>How does the scale of a map tell us what the area around school is like?</p> <p>What are the 4 points on a compass?</p>	<p><u>History</u></p>	<p><u>Summer 1: Hot and Cold Areas</u></p> <p><u>Skills</u></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 North and South poles. Place and space</p> <p><u>Knowledge</u></p> <p>Locational knowledge</p> <p>Where is the equator?</p> <p>Where is hot and where is cold on the Earth? (Arctic and Antarctic Circles)</p> <p>Where are the North and South poles? What are they like?</p> <p>Where can I find hot countries? What are they like?</p> <p>Summer 2: Contrasting London and Nairobi</p> <p><u>Skills</u></p> <p>-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London), and of a small area in a contrasting non-European country - Nairobi Scale and connection / Culture and diversity</p> <p><u>Knowledge</u></p> <p>Locational knowledge</p> <p>Remember - countries and capital cities of the UK (London)</p> <p>Where is the continent of Africa?</p> <p>Where is Nairobi?</p> <p>Physical geography Human geography</p>

	 		<p>What are the physical and human features of Nairobi?</p> <p>Place knowledge Where is Nairobi? Describe it.</p> <p>Place knowledge Culture How are London and Nairobi similar? - linked to features and culture How are London and Nairobi different? - linked to features and culture</p>
Year 3	Autumn	Spring	Summer
	<p>Rainforest - Biomes and Vegetation Belts</p> <p>Skills Locational knowledge Fieldwork/map work _Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. Place knowledge -Describe geographical similarities and differences between countries (Rendlesham and The Amazon Rainforest) Scale and connection / Environment and sustainability Fieldwork/map work -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Place and space</p> <p>Knowledge Locational knowledge Where are the equator, northern and southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle? Where are the rainforests and what are they like? Physical geography What is a biome? What is a climate zone?</p>	History	<p>Summer 1 - Maps and Field Work</p> <p>Skills Fieldwork/map work -Use the 8 points of a compass to build their knowledge of the United Kingdom and the wider world Place and space -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 and digital technologies. Place and space -Describe how the locality of the school has changed over time. Place and space</p> <p>Knowledge Fieldwork/map work What are the 8 compass points? Physical geography Human geography Place knowledge Where are the physical and human features located in this place? Physical geography What physical features can you identify in the UK?</p>

What is a vegetation belt?

Place knowledge

How do biomes change across the world?

Physical geography

What are the physical characteristics that define Europe, North and South America?

Human geography

What are the human characteristics that define Europe, North and South America?

Autumn 2 Rainforest - Rivers

Skills

Place knowledge

-Describe geographical similarities and differences between countries (look at local rivers) **Scale and connection**

Fieldwork/map work

-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Place and space**

Knowledge

Physical geography

What are the features of a river?

Locational knowledge

What's our local river?

Physical geography

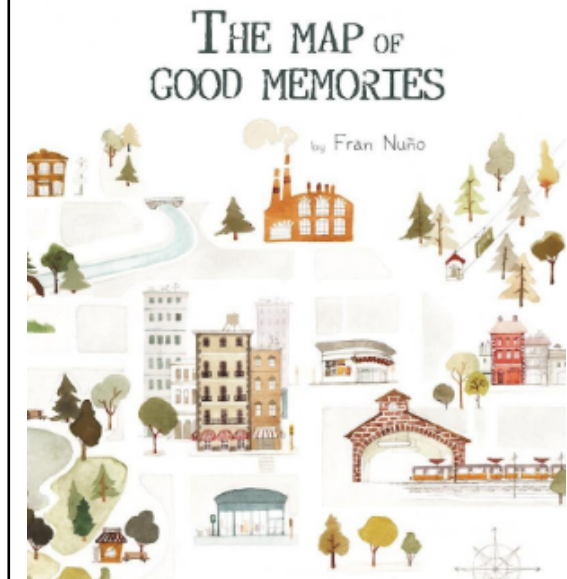
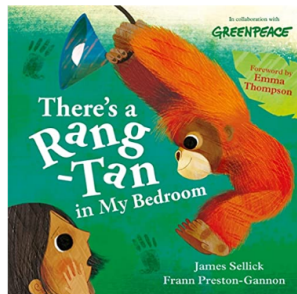
What features can we see?

Where did it come from and where does it flow?

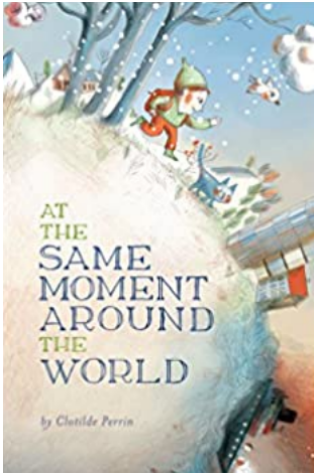

Place knowledge

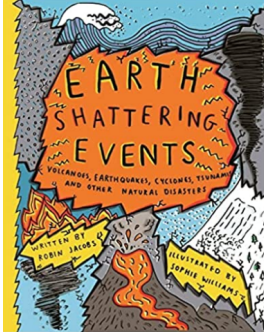
How are the rivers the same and different?

Cover misconception about orangutans in Amazon rainforest, locate the Sumatran and Borneo Rainforests as a plenary then...



	History	<p style="text-align: center;"><u>Latitude and Longitude</u></p> <p><u>Skills</u> Fieldwork/map work -Scale - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Place and space -Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies - finding the latitude and longitude of our local area. Place and space / Physical and human geography</p> <p><u>Knowledge</u> Locational knowledge What are lines of latitude? What are lines of longitude? How do the lines of latitude and longitude tell us what the location is like? Fieldwork/map work How can we find exact locations around the world? Locational knowledge What are time zones and how do they affect us? How does day and night occur? Physical geography What are the main features that define Europe, North America and South America Locational knowledge <u>Locate the European Countries & their capital cities</u> *Germany - Berlin (linked to WW2) *Denmark - Copenhagen (Vikings/Saxons) *Poland* Warsaw (Tatra Mountains) *France - Paris *Russia - Moscow (Eurasian) Locational knowledge <u>Locate North American Countries & their capital cities</u> *Mexico - Mexico City *Canada - Ottawa Locational knowledge <u>Locate South America Countries & their capital cities</u> *Jamaica - Kingston (Blue Mountains) *Brazil - Brasilia (Rainforest) lovely text to use for Brazil - sharing perspectives, culture and discussing similarities and differences is From my Window by Otavio Junior and Vanina Starkoff</p>	<p style="text-align: center;"><u>Great Britain - UK Study and comparison of place</u></p> <p><u>Skills</u> -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 in North or South America. (Lake District, Tatra Mountains, Jamaica) Scale and connection / Physical and human geography Locational knowledge Fieldwork/map work -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers). Place and space Locational knowledge Fieldwork/map work -Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries Place and space Locational knowledge Fieldwork/map work -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Place and space Human geography Physical geography -Use a range of resources to identify the key physical and human feature of a location Place and space Place knowledge -Describe geographical similarities and differences between countries Scale and connection</p> <p><u>Knowledge</u> Locational knowledge What are the regions and counties in the UK? Name and locate counties and cities of the UK Human geography Physical geography Identify geographical regions by physical and human landmarks of Scotland, Northern Ireland, Wales and England. Physical geography What are the topical patterns of the UK?</p>
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			<p>Locational knowledge Physical geography Where is the Lake District and what is it like? How was the Lake District formed?</p> <p>Locational knowledge Physical geography Poland: Where can you find the Tatra Mountains? What are they like?</p> <p>Locational knowledge Physical geography Jamaica: What is the terrain like?</p> <p>Place knowledge Culture What is similar and different between all three? (need to look at cultures as well).</p> <p>Locational knowledge Where would you find some of the major countries in the world? Where would you find some of the major cities in the world?</p> 
Year 5	Autumn	Spring	Summer
	History	<p><u>Savage World - Earthquakes, Mountains and Volcanoes</u></p> <p><u>Skills</u></p> <p>Fieldwork/map work -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Place and space</p> <p>Fieldwork/map work Human geography Physical geography -Record any human and physical features using a range of methods, including sketch maps, plans and graphs,</p>	History

		<p>and digital technologies. Physical and human geography</p> <p>Fieldwork/map work</p> <p>-Use the 8 compass points of a compass, symbols and key to communicate knowledge of the UK and the wider world. Place and space</p> <p>Knowledge</p> <p>Physical geography</p> <p>What makes up the layers of planet Earth?</p> <p>What are tectonic plates and where do you find them?</p> <p>How do tectonic plates move and what happens when they meet or separate?</p> <p>What causes an earthquake and what's the effect?</p> <p>How are mountains formed?</p> <p>How do volcanoes work?</p> <p>What do humans do to protect themselves from natural disasters?</p> 	
Year 6	Autumn	Spring	Summer
	<p><u>Autumn 1 - Settlements, Land Use and Economic Activity</u></p> <p>Skills</p> <p>Human geography</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. Scale and connection / Environment and sustainability / Culture and diversity</p>	History	History

Place knowledge

-Describe geographical similarities and differences between countries. **Scale and connection**

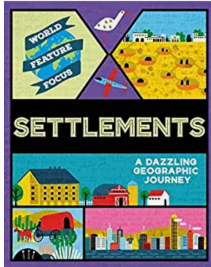
Knowledge

Human geography **Physical geography** **Locational knowledge**

What are settlements and where are they found?
Do settlements have a pattern?

Culture

Do people, their movements and economic activity have patterns?

**Autumn 2 - Introduce grid references****Skills****Fieldwork/map work**

-Use the 8 compass points of a compass, 4 and 6
-figure grid references, symbols and key to communicate knowledge of the UK and the wider world.

Locational knowledge

-Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.

Human geography **Physical geography**

-Describe some of the characteristics of these geographical areas.

Fieldwork/map work

-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Place and space**

Fieldwork/map work **Human geography** **Physical geography**

-Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Place knowledge

-Describe geographical similarities and differences between countries.

Knowledge

Fieldwork/map work

Human geography Physical geography Locational knowledge

What are settlements and where are they found?

Do settlements have a pattern?

Culture

Do people, their movements and economic activity have patterns?

Autumn 2 - Water Cycle

Skills

Human geography Physical geography

Fieldwork/map work

-Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Knowledge

Physical geography

What is the water cycle?

How does the water cycle work?

What affects the water cycle?

