

Geography Long Term Plan

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1					
<p align="center"><u>Our School</u></p> <ul style="list-style-type: none"> ✓ To know and use basic geographical vocabulary to refer to key physical features of their school. ✓ To know and use basic geographical vocabulary to refer to key human features of their school. ✓ To know how to gather geographical information about the school environment. ✓ To know how to record geographical information using sketches and memory maps. ✓ To recognise the features of a map (drawn from above; includes places and things; shows people where to go). ✓ To know a map can show a route. ✓ To know and use locational and directional language to describe routes on a map of the school (left, right, past, forwards). ✓ To understand how to follow a route of the school using a simple map. ✓ To know how to make a simple map of a place including a route and features. ✓ To know how to get information from other people using use a shared class survey. ✓ To use their knowledge of features on a map and ask questions to create a shared class survey. 			<p align="center"><u>Seasons and Weather</u></p> <ul style="list-style-type: none"> ✓ To know the four seasons and describe their typical seasonal and daily weather. ✓ To know that places near the Equator are hotter and places further from the Equator are colder. ✓ To be able to compare places using the words hot and cold. ✓ To know and use words relating to weather to compare the four seasons. ✓ To know and identify the equator, the North Pole and the South Pole on a globe. ✓ To use their knowledge of weather patterns to ask geographical questions. 	<p align="center"><u>My Local Coast</u></p> <ul style="list-style-type: none"> ✓ To know that the coast is where the land meets the sea. ✓ To know what a beach is and how it is different to a coast. ✓ To know that cliffs, caves, seaweed and rock pools are features of some beaches. ✓ To know basic geographical vocabulary to refer to key physical features of the beach and coast. ✓ To know basic geographical vocabulary to refer to key human features of the beach and coast. ✓ To begin to understand why a beach needs its human features. ✓ To identify and sketch physical and human features in their locality. ✓ To know how to add labels to field sketches of their locality ✓ To know how to use a camera in the field to record what is seen in their locality. ✓ To know and use words relating to working in the field: observe, environment, camera, photograph. ✓ To compare beaches when the tide is in and the tide is out. ✓ To know what different sources tell us about a place. ✓ To know how to use aerial photographs to recognise human and physical features of the coast. 	<p align="center"><u>Australia</u></p> <ul style="list-style-type: none"> ✓ To know the world's seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To know that Australia has different seasonal weather to England. ✓ To know that a spit is a narrow piece of land on the coast. ✓ To know basic geographical vocabulary to refer to key physical features of Victoria ✓ To know basic geographical vocabulary to refer to key human features of Victoria. ✓ To know and describe how Victoria's coast is used for entertainment. ✓ To know some food that is caught from the seas around Victoria. ✓ To know that haddock and cod are caught on the East Coast. ✓ To know what plastic pollution is and that it is bad for the sea. ✓ To use knowledge of weather diaries to compare weather in their locality and Victoria. ✓ To know and describe what is the same and what is different between their locality and Victoria. ✓ To know how to use a simple map to identify England and Oceania. ✓ To know how to use thermometers and rain gauges with support to record temperature and rain fall.
YEAR 2					
<p align="center"><u>London and the UK</u></p> <ul style="list-style-type: none"> ✓ To know and locate the capital cities of the United Kingdom ✓ To know and locate the world's seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To know and locate the world's five oceans - the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean. ✓ To identify characteristics of the four countries and capital cities of the United Kingdom (for example landmarks). 			<p align="center"><u>Mexico</u></p> <ul style="list-style-type: none"> ✓ To know and use geographical vocabulary to refer to key human features of Mexico, including main landmarks. ✓ To know and use geographical vocabulary to refer to key physical features of Mexico. ✓ To use knowledge of physical and human features to describe the similarities and differences between their locality and Mexico. ✓ To identify Africa, Antarctica, Asia, Oceania, Europe, North America, and South America on globes and in atlases. 		

<ul style="list-style-type: none"> ✓ To know the similarities about the geographical features of the four countries of the United Kingdom (for example landmarks). ✓ To know how to use simple compass directions (North, South, East, West) and location and directional language to describe the location of features on a map of London. ✓ To know the difference between a map and a globe. ✓ To know how to use maps and atlases to identify the United Kingdom as well as England, Scotland, Wales and Northern Ireland. ✓ To know how to use aerial photographs and plan-perspectives to recognise London landmarks and geographical features. ✓ To use knowledge of a place when asking and responding to questions about London. ✓ To use knowledge of a place to explain and justify their own views of London. 			<ul style="list-style-type: none"> ✓ To identify the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean on globes and in atlases. ✓ To know how to record geographical features using sketches and diagrams. ✓ To know how to devise a simple map of Mexico from a photograph. ✓ To know what basic symbols represent in a key. ✓ To use knowledge of a place when asking and responding to questions about Mexico. ✓ To use knowledge of a place to explain and justify their own views of Mexico. 		
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YEAR 3

		<p style="text-align: center;"><u>Coastal Locations</u></p> <ul style="list-style-type: none"> ✓ To know and locate major cities in the United Kingdom. ✓ To know the eight points of a compass. ✓ To know some of the physical features of mining communities. ✓ To understand and describe key aspects of human geography along coastal areas, including the purpose of lighthouses and land use. ✓ To recognise residential and transportation land use. ✓ To understand what coastal erosion is. ✓ To name and describe different types of sea defences. ✓ To know how to measure and record human and physical features in coastal areas using fieldwork knowledge. ✓ To know how to use digital technology to record evidence in the field (e.g., photographs and voice recordings). ✓ To know how to collect and record evidence using scale drawings and field sketches. ✓ To know how to create a simple scale drawing. 			
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		<ul style="list-style-type: none"> ✓ To recognise similarities and differences of geographical features between coastal communities in different locations. ✓ To know similarities and differences between different lighthouse designs as a result of where they are built. ✓ To know what an Ordnance Survey maps is and that it is used in the UK. ✓ To know how to use Ordnance Survey maps to build knowledge of a place. ✓ To know how to use maps and graphs to investigate features of a coastal location ✓ To use maps effectively to locate areas of coastal erosion. ✓ To know how to use geographical sources and fieldwork evidence to explain how a coastal location has changed over time. ✓ To be able to compare past and present maps to devise geographical questions about changes to a location over time. 			
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YEAR 4

		<p style="text-align: center;"><u>Greece</u></p> <ul style="list-style-type: none"> ✓ To know and locate the countries of Europe. ✓ To identify the Northern Hemisphere, Southern Hemisphere and the Equator. ✓ To know and describe what a biome is. ✓ To understand and describe some of the differences between biomes across the world. ✓ To know the difference between flora and fauna. ✓ To identify and understand the main physical features of Greece. ✓ To know that the physical landscape of a location impacts upon land use. ✓ To know and describe what a vegetation belt is. ✓ To know that climate, elevation, soil and drainage determine where vegetation grows. ✓ To understand the difference between agricultural, residential, recreational, transportation and commercial land use. 			<p style="text-align: center;"><u>North America</u></p> <ul style="list-style-type: none"> ✓ To know and locate some countries in North America. ✓ To know the difference between a country and a state. ✓ To understand how the physical and human features of a location leads to differences in population. ✓ To know that changing a landscape can be positive and negative. ✓ To identify and compare the physical features of different locations in North America. ✓ To identify and compare some human features of different locations in North America. ✓ To use maps and atlases effectively to locate the countries of North America ✓ To know how to use a range of geographical sources to identify the features of some of the countries in North America. ✓ To identify physical and human features of differently populated areas by selecting appropriate maps from an atlas.
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YEAR 5

<p><u>Place & Time</u></p> <ul style="list-style-type: none"> ✓ To know and locate the countries of Europe, including their capital cities. ✓ To identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer 	<p><u>Volcanoes, Earthquakes and Natural Disasters</u></p> <ul style="list-style-type: none"> ✓ To know the main physical features of mountains. ✓ To know that mountains are part of the Earth's crust. 				
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<p>and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>✓ To know how to use maps and atlases to locate the capital cities of European countries.</p>	<ul style="list-style-type: none"> ✓ To know how and why earthquakes happen. ✓ To recognise that earthquakes can have a positive and negative impact. ✓ To know that the Richter scale is used to measure the magnitude of earthquakes. ✓ To identify and understand the main physical features of volcanoes. ✓ To understand how the volcanic eruption in Pompeii changed the geographical landscape. ✓ To know the difference between fold, fault-block and dome mountains. ✓ To use knowledge of earthquakes to compare the impact of different magnitudes on human and physical features. ✓ To understand how natural disasters have changed geographical features in Italy and the United Kingdom over time. ✓ To know how to use a topographic map to recognise and compare land height. ✓ To know how to use six-figure grid references. ✓ To know how to use satellite imagery to analyse the globe and to locate key locations from space. ✓ To know how to draw a sketch map from a high viewpoint. ✓ To know how to collect and record data in a table and a bar chart. ✓ To use knowledge of historical natural disasters and geographical understanding to share ideas and hypothesise about natural disasters. ✓ To use historical and geographical knowledge to hypothesise, with evidence, on changes to Naples over time. 				
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YEAR 6

<p style="text-align: center;"><u>Antarctica</u></p> <ul style="list-style-type: none"> ✓ To know and locate the world's countries, including Russia and its major cities. ✓ To understand the significance of how latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian affect time zones, day and night. ✓ To understand and describe different climate zones. ✓ To identify, describe and understand the physical features of Antarctica, including its biome. ✓ To understand that the features of Antarctica's biome make it difficult for exploration. 				<p style="text-align: center;"><u>South America</u></p> <ul style="list-style-type: none"> ✓ To know and locate the world's countries focusing on North and South America and their major cities. ✓ To identify the biomes and vegetation belts of North and South America. ✓ To identify the biomes, climate and elevation of regions of South America. ✓ To know the difference between import and export. ✓ To know some of the foods exported from South America. ✓ To describe and understand trade links and the distribution of natural resources from South America.
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<ul style="list-style-type: none"> ✓ To understand and describe the impact of research stations and human intervention on Antarctica. To understand how human intervention has changed the Antarctic biome and landscape. ✓ To know and locate countries of the world (including Russia) by selecting and using relevant geographical sources. ✓ To identify the biomes and climate of Russia and Antarctica by selecting and using relevant geographical sources. ✓ To know how to use atlas symbols to make deductions about the elevation, land use and physical features of Antarctica. ✓ To understand why personal views about a location can differ. ✓ To understand the human impact on Antarctica through the analysis of data. ✓ To independently select geographical sources to validate a hypothesis about the future of Antarctica. 			<ul style="list-style-type: none"> ✓ To know what primary, secondary and tertiary processes are in a supply chain. ✓ To identify the different forms of industry in their locality. ✓ To identify, describe and understand the physical features of the marine biome. ✓ To know what a mangrove is and where these are located in South America. ✓ To understand and describe human threats to the marine biome. ✓ To know how to use a range of fieldwork techniques to gain knowledge about local industry. ✓ To use their knowledge of trade and industry in their locality, the UK and South America to make comparisons. ✓ To locate the countries in North and South America and their major cities by selecting and using maps, atlases, globes or computer mapping.
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