

Geography Long Term Plan

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 1</b>					
<p align="center"><b><u>Our School</u></b></p> <ul style="list-style-type: none"> <li>✓ To use basic geographical vocabulary to refer to key physical features of their school.</li> <li>✓ To use basic geographical vocabulary to refer to key human features of their school</li> <li>✓ To observe the school environment and its grounds for human and physical features.</li> <li>✓ To sketch physical and human features of their school.</li> <li>✓ To use a camera in the field to record what is seen in their school.</li> <li>✓ To use and understand words relating to working in the field: observe, environment, camera, photograph.</li> <li>✓ To use a simple map for a route of the school.</li> <li>✓ To carry out a small survey of the school.</li> <li>✓ To know and recognise a map.</li> <li>✓ To use locational and directional language to describe routes on a map of the school (left, right, past).</li> <li>✓ To use locational and directional language to describe the location of features on a map (up, down, near, far).</li> <li>✓ To devise a simple map of school.</li> <li>✓ To observe and record information using sketches and memory maps.</li> <li>✓ To carry out a small survey of the school.</li> </ul>		<p align="center"><b><u>Seasons and Weather</u></b></p> <ul style="list-style-type: none"> <li>✓ To name the four seasons and describe their typical seasonal and daily weather.</li> <li>✓ To identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</li> <li>✓ To compare places using the words hot and cold.</li> <li>✓ To use words relating to weather to compare the four seasons.</li> <li>✓ To recognise the equator, the North Pole and the South Pole on a globe.</li> <li>✓ To ask geographical questions about weather patterns.</li> </ul>		<p align="center"><b><u>My Local Beach</u></b></p> <ul style="list-style-type: none"> <li>✓ To recognise what a beach is.</li> <li>✓ To say how some beaches are different.</li> <li>✓ To recognise that a coast is where the land meets the sea.</li> <li>✓ To use basic geographical vocabulary to refer to key physical features of a beach.</li> <li>✓ To use basic geographical vocabulary to refer to key human features of a beach.</li> <li>✓ To observe human and physical features at a local beach.</li> <li>✓ To sketch physical and human features of a local beach.</li> <li>✓ To add labels to field sketches of a local beach.</li> <li>✓ To use a camera in the field to record what is seen at a local beach.</li> </ul>	<p align="center"><b><u>Australia</u></b></p> <ul style="list-style-type: none"> <li>✓ To name the world's seven continents - Africa, Antarctica, Asia, Australia, Europe, North America, and South America.</li> <li>✓ To use basic geographical vocabulary to refer to key physical features of Victoria</li> <li>✓ To use basic geographical vocabulary to refer to key human features of Victoria.</li> <li>✓ To describe what is the same and what is different between their locality and Victoria.</li> <li>✓ To use a simple map to identify the United Kingdom and Australia.</li> <li>✓ To ask geographical questions about the features of Victoria</li> <li>✓ To say what they like about Victoria compared to where they live.</li> </ul>
<b>YEAR 2</b>					
<p align="center"><b><u>London and the UK</u></b></p> <ul style="list-style-type: none"> <li>✓ To name the capital cities of the United Kingdom</li> <li>✓ To identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>✓ To use geographical vocabulary to refer to key physical features of London.</li> <li>✓ To use geographical vocabulary to refer to key human features of London, including main landmarks.</li> <li>✓ To observe and record human and physical features in their locality.</li> <li>✓ To state some similarities about the four countries of the United Kingdom.</li> </ul>		<p align="center"><b><u>Mexico</u></b></p> <ul style="list-style-type: none"> <li>✓ To name and locate the world's seven continents - Africa, Antarctica, Asia, Australia, Europe, North America, and South America.</li> <li>✓ To name and locate the world's five oceans - the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean.</li> <li>✓ To use geographical vocabulary to refer to key human features of Mexico, including main landmarks.</li> <li>✓ To use geographical vocabulary to refer to key physical features of Mexico</li> <li>✓ To describe what is the same and what is different their locality and</li> </ul>			

<ul style="list-style-type: none"> <li>✓ To collect data in their locality about what human features people prefer.</li> <li>✓ To use maps and atlases to identify the United Kingdom as well as England, Scotland, Wales and Northern Ireland.</li> <li>✓ To use aerial photographs and plan-perspectives to recognise London landmarks and geographical features.</li> <li>✓ 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.</li> <li>✓ To ask and respond to geographical questions about London.</li> </ul>		<p>Mexico using some of the physical and human features that they have learnt.</p> <ul style="list-style-type: none"> <li>✓ To use globes and atlases to identify Mexico.</li> <li>✓ To use atlases and globes to identify Africa, Antarctica, Asia, Australia, Europe, North America, and South America.</li> <li>✓ To use atlases and globes to identify the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean.</li> <li>✓ To know the difference between a map and a globe.</li> <li>✓ To devise a simple map of Mexico from a photograph.</li> <li>✓ To construct basic symbols in a key.</li> <li>✓ To observe and record information using sketches and diagrams.</li> <li>✓ To ask and respond to geographical questions about Mexico.</li> <li>✓ To give their own views about Mexico, giving reasons.</li> </ul>			
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**YEAR 3**

		<p style="text-align: center;"><b><u>Coastal Locations</u></b></p> <ul style="list-style-type: none"> <li>✓ To name and locate major cities in the United Kingdom.</li> <li>✓ To identify some of the physical features of the coastline along the East coast of the UK.</li> <li>✓ To describe and understand key aspects of human geography along coastal areas, including the purpose of lighthouses, land use and food.</li> <li>✓ To use fieldwork to measure and record human and physical features on the coast.</li> <li>✓ To use digital technology to record evidence in the field.</li> <li>✓ To state similarities and differences due to coastal erosion along the coastline.</li> <li>✓ To understand how land-use patterns along the coast have changed over time.</li> <li>✓ To understand similarities and differences between different lighthouses as a result of changes in land-use.</li> <li>✓ To use maps to locate areas of coastal erosion.</li> <li>✓ To use Ordnance Survey maps to build knowledge of the United Kingdom.</li> </ul>			
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		<ul style="list-style-type: none"> <li>✓ To use Topographical maps to investigate coastal land-use patterns over time.</li> <li>✓ To use the eight points of a compass.</li> <li>✓ To create a simple scale drawing.</li> <li>✓ To use map information to devise geographical questions about changes to a location over time.</li> <li>✓ To use different evidence to draw conclusions about how an environment has changed over time.</li> </ul> <p>To collect and record evidence using scale drawings and field sketches.</p>			
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**YEAR 3/4 Cycle A**

		<p style="text-align: center;"><b><u>Greece</u></b></p> <ul style="list-style-type: none"> <li>✓ To name and locate the countries of Europe.</li> <li>✓ To identify the Northern Hemisphere, Southern Hemisphere and the Equator.</li> <li>✓ To identify and understand the main physical features of Greece, including the woodland biome and vegetation belts.</li> <li>✓ To describe and understand key aspects of human geography in Greece, including settlements and land use.</li> <li>✓ To express similarities and differences in geographical features of Greece compared to the United Kingdom.</li> <li>✓ To understand how settlements and land-use in Greece have changed over time.</li> <li>✓ To use maps and atlases to locate the countries of Europe.</li> <li>✓ To use a range of geographical sources to build knowledge of Greece and to compare it with the United Kingdom.</li> <li>✓ To use four-figure grid references.</li> <li>✓ To use digital mapping to create maps of Ancient and modern Greece.</li> <li>✓ To use a range of geographical sources to pose and reflect on questions in relation to human and physical features of Greece and the United Kingdom.</li> </ul>			✓
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		<ul style="list-style-type: none"> <li>✓ To use evidence of past and present to formulate conclusions about why a country has changed over time.</li> <li>✓ To collect and record evidence using colour-coded maps.</li> </ul> <p><b><u>Rivers &amp; the Water Cycle</u></b></p> <ul style="list-style-type: none"> <li>✓ To understand rivers and the water cycle.</li> </ul>			
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**Year 3/4 Cycle B**

		<p><b><u>Coastal Locations</u></b></p> <ul style="list-style-type: none"> <li>✓ To name and locate major cities in the United Kingdom.</li> <li>✓ To identify some of the physical features of the coastline along the East coast of the UK.</li> <li>✓ To describe and understand key aspects of human geography along coastal areas, including the purpose of lighthouses, land use and food.</li> <li>✓ To use fieldwork to measure and record human and physical features on the coast.</li> <li>✓ To use digital technology to record evidence in the field.</li> <li>✓ To state similarities and differences due to coastal erosion along the coastline.</li> <li>✓ To understand how land-use patterns along the coast have changed over time.</li> <li>✓ To understand similarities and differences between different lighthouses as a result of changes in land-use.</li> <li>✓ To use maps to locate areas of coastal erosion.</li> <li>✓ To use Ordnance Survey maps to build knowledge of the United Kingdom.</li> <li>✓ To use Topographical maps to investigate coastal land-use patterns over time.</li> <li>✓ To use the eight points of a compass.</li> <li>✓ To create a simple scale drawing.</li> <li>✓ To use map information to devise geographical questions about changes to a location over time.</li> <li>✓ To use different evidence to draw conclusions about how an environment has changed over time.</li> </ul>			<p><b><u>North America</u></b></p> <ul style="list-style-type: none"> <li>✓ To name and locate some countries in North America</li> <li>✓ To know the difference between a country and a state.</li> <li>✓ To understand how the physical and human features of a location leads to differences in population.</li> <li>✓ To identify and compare some human features of different locations in North America.</li> <li>✓ To identify and compare the physical features of different locations in North America.</li> <li>✓ To use maps and atlases to locate the countries of North America</li> </ul> <p>To use a range of geographical sources to identify the features of some of the countries in North America.</p>
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To collect and record evidence using scale drawings and field sketches.

**YEAR 5**

**Time and Place**

- ✓ To name 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 and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.

**Volcanoes, Earthquakes and Natural Disasters**

- ✓ To identify and understand the main physical features of mountains, volcanoes and earthquakes.
- ✓ To use geographical vocabulary to describe similarities and differences in geographical features of Rome compared to the United Kingdom, both in the past and the present.
- ✓ To understand how the volcanic eruption in Pompeii changed the geographical landscape.
- ✓ To use maps and atlases to locate the capital cities of European countries
- ✓ To use satellite imagery to analyse the globe and to locate key locations from space.
- ✓ To use a Topographic map to recognise and compare land height.
- ✓ To use six-figure grid references, symbols and keys.
- ✓ To draw a sketch - map from a high viewpoint.
- ✓ To propose ideas and hypothesise about natural disasters.
- ✓ To use historical and geographical evidence to justify hypothesise on changes to Europe over time.
- ✓ To collect and record data using a charts and sketch-maps.

**YEAR 6**

**Antarctica**

- ✓ To name 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 identify, describe and understand the physical features of Antarctica, including its biome.
- ✓ To describe and understand different climate zones.
- ✓ To describe the impact of Science stations and human intervention on Antarctica.
- ✓ To understand how human intervention has changed the Antarctic biome and landscape.
- ✓ To select and use relevant maps, atlases, globes or computer mapping to locate Russia and its major cities.
- ✓ To select relevant maps, atlases, globes or computer mapping to locate North America and South America and their major cities.
- ✓ To recognise and use atlas symbols.
- ✓ To use lines of Longitude and Latitude on maps.

**South America**

- ✓ To name and locate the world's countries, focussing on North and South America and their environmental regions and major cities.
- ✓ To identify, describe and understand the physical features of the marine biome.
- ✓ To describe and understand human threats to the marine biome.
- ✓ To describe and understand trade links and the distribution of natural resources from South America.
- ✓ To recognise and describe using a range of sources and geographical vocabulary the similarities and differences of trade links and natural resource distribution between their locality and South America.
- ✓ To use an Economic map to recognise economic activity and resources.
- ✓ To recognise and use atlas symbols.
- ✓ To evaluate the quality of information gathered when responding to geographical questions.
- ✓ To use atlas symbols to make deductions about a geographical location.
- ✓ To use charts to display data that match geographical deductions about a location.

<ul style="list-style-type: none"><li>✓ To evaluate the quality of information gathered when responding to geographical questions.</li><li>✓ To use atlas symbols to make deductions about a geographical location.</li><li>✓ To use charts to display data that match geographical deductions about a location.</li></ul>			
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