**Geography Long Term Plan**

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| **Autumn 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **YEAR 1** |
| **Our School*** To use basic geographical vocabulary to refer to key physical features of their school.
* To use basic geographical vocabulary to refer to key human features of their school
* To observe the school environment and its grounds for human and physical features.
* To sketch physical and human features of their school.
* To use a camera in the field to record what is seen in their school.
* To use and understand words relating to working in the field: observe, environment, camera, photograph.
* To use a simple map for a route of the school.
* To carry out a small survey of the school.
* To know and recognise a map.
* To use locational and directional language to describe routes on a map of the school (left, right, past).
* To use locational and directional language to describe the location of features on a map (up, down, near, far).
* To devise a simple map of school.
* To observe and record information using sketches and memory maps.
* To carry out a small survey of the school.
 |  | **Seasons and Weather*** To name the four seasons and describe their typical seasonal and daily weather.
* To identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.
* To compare places using the words hot and cold.
* To use words relating to weather to compare the four seasons.
* To recognise the equator, the North Pole and the South Pole on a globe.
* To ask geographical questions about weather patterns.
 |  | **Tanzania*** To name the world’s seven continents - Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
* To use basic geographical vocabulary to refer to key physical features of their local area.
* To use basic geographical vocabulary to refer to key human features of their local area.
* To use basic geographical vocabulary to refer to key physical features of Tanzania.
* To use basic geographical vocabulary to refer to key human features of Tanzania.
* To observe human and physical features in their locality.
* To sketch physical and human features in their locality.
* To add labels to field sketches of their locality.
* To use a camera in the field to record what is seen in their locality
* To use and understand words relating to working in the field: observe, environment, camera, photograph.
* To describe what is the same and what is different between England and Tanzania.
* To use a simple map to identify the England and Tanzania.
* To know and recognise a map.
* To ask geographical questions about the features of Tanzania.
* To say what they like about Tanzania compared to England.
 | **Kenya*** To name the world’s seven continents - Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
* To use basic geographical vocabulary to refer to key physical features of Kenya.
* To use basic geographical vocabulary to refer to key human features of Kenya.
* To describe what is the same and what is different between England and Kenya
* To know and recognise a map.
* To use a simple map to identify the England and Kenya.
* To ask geographical questions about the features of Kenya.
* To say what they like about Kenya compared to England.
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| **YEAR 2** |
| **London and the UK*** To name the capital cities of the United Kingdom
* To identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
* To use geographical vocabulary to refer to key physical features of London.
* To use geographical vocabulary to refer to key human features of London, including main landmarks.
* To observe and record human and physical features in their locality.
* To state some similarities about the four countries of the United Kingdom.
* To collect data in their locality about what human features people prefer.
* To use maps and atlases to identify the United Kingdom as well as England, Scotland, Wales and Northern Ireland.
* To use aerial photographs and plan-perspectives to recognise London landmarks and geographical features.
* 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 ask and respond to geographical questions about London.
 |  | **Mexico*** To name and locate the world’s seven continents - Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
* 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.
* To use geographical vocabulary to refer to key human features of Mexico, including main landmarks.
* To use geographical vocabulary to refer to key physical features of Mexico
* To describe what is the same and what is different their locality and Mexico using some of the physical and human features that they have learnt.
* To use globes and atlases to identify Mexico.
* To use atlases and globes to identify Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
* To use atlases and globes to identify the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean.
* To know the difference between a map and a globe.
* To devise a simple map of Mexico from a photograph.
* To construct basic symbols in a key.
* To observe and record information using sketches and diagrams.
* To ask and respond to geographical questions about Mexico.
* To give their own views about Mexico, giving reasons.
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| **YEAR 3** |
|  |  |  | **Mining Communities*** To name and locate major cities in the United Kingdom.
* To identify some of the physical features of mining communities.
* To describe and understand key aspects of human geography in mining communities, including the purpose of land use and transportation links.
* To use fieldwork to measure and record human and physical features in mining areas.
* To use digital technology to record evidence in the field.
* To state similarities and differences of geographical features between mining communities in different locations.
* To understand how land-use patterns around coalfields have changed over time.
* To understand similarities and differences between locational industry as a result of changes in land-use.
* To use maps to locate areas of coalfields and mining communities.
* To know what an Ordnance Survey map is.
* To use Ordnance Survey maps to build knowledge of the United Kingdom.
* To use Topographical maps to investigate land-use patterns over time.
* To use the eight points of a compass.
* To create a simple scale drawing.
* To use map information to devise geographical questions about changes to a location over time.
* To use different evidence to draw conclusions about how an environment has changed over time.
* To collect and record evidence using scale drawings and field sketches.
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| **YEAR 4** |
|  |  | **Greece*** To name and locate the countries of Europe.
* To identify the Northern Hemisphere, Southern Hemisphere and the Equator.
* To identify and understand the main physical features of Greece, including the woodland biome and vegetation belts.
* To describe and understand key aspects of human geography in Greece, including settlements and land use.
* To express similarities and differences in geographical features of Greece compared to the United Kingdom.
* To understand how settlements and land-use in Greece have changed over time.
* To use maps and atlases to locate the countries of Europe.
* To use a range of geographical sources to build knowledge of Greece and to compare it with the United Kingdom.
* To use four-figure grid references.
* To use digital mapping to create maps of Ancient and modern Greece.
* 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.
* To use evidence of past and present to formulate conclusions about why a country has changed over time.
* To collect and record evidence using colour-coded maps.

**Rivers & the Water Cycle*** To understand rivers and the water cycle.
 |  |  | **North America** |
| **YEAR 5** |
| **Volcanoes, Earthquakes and Natural Disasters*** 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.
* 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.
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| **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.
* 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.
 |  |  | **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.
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