



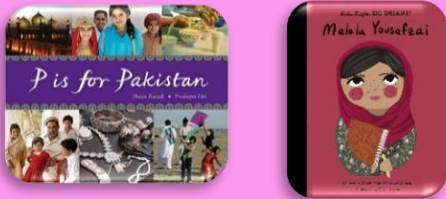
Geography Long Term Plan

<u>Geography</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery	<u>End points</u> - To explore the natural environment through sensory experiences. - To talk about their community and the lives of people within the community. - Understand the life cycle of a plant and animal. - Respect and care for the natural environment and living things. - To be aware of and talk about the different cultures and beliefs around the world, knowing there are different countries in the world, different religions, have positive attitudes to differences in families and communities.					
	<u>Suggested Themes:</u> - Autumn - New beginnings	<u>Suggested Themes:</u> - Autumn - Festivals & Celebrations	<u>Suggested Themes:</u> - Winter - Animals past & present	<u>Suggested Themes:</u> - Spring - New life - Growth	<u>Suggested Themes:</u> - Summer - Heroes - Out of this world - Mini beasts	<u>Suggested Themes:</u> - Summer - Journeys around the world - Under the sea
Reception	<u>End points and Early Learning Goals</u> - To talk about members of their family and community and describe people who are familiar. - To explore maps and draw information from them. - To recognise and talk about similarities and differences between life in their and in other countries. - To explore the natural world and use their senses to make observations. - To explore different environments and understand the effects of changing seasons. <u>The Natural World ELG</u> - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - 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. - Explore the natural world around them, making observations and drawing pictures of animals and plants. <u>People Culture and Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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.					
	<u>Suggested Themes:</u> - Autumn - New beginnings	<u>Suggested Themes:</u> - Autumn - Festivals & Celebrations	<u>Suggested Themes:</u> - Winter - Animals past & present	<u>Suggested Themes:</u> - Spring - New life - Growth	<u>Suggested Themes:</u> - Summer - Heroes - Out of this world - Mini beasts	<u>Suggested Themes:</u> - Summer - Journeys around the world - Under the sea

Geography Long Term Plan

	<u>Subject content Key stage 1</u> <i>Pupils should be taught to:</i> Locational knowledge - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <i>Use basic geographical vocabulary to refer to:</i> - 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 Geographical skills and fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - Use aerial photographs 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 - 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.		
	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Year 1	<u>Our wonderful weather:</u> <i>Comparisons continue across the year</i> - I can name the 4 seasons. - I can identify the differences between the seasons using pictures. - I can describe the weather in Autumn, Winter, Spring and Summer. - I can understand why the seasons are important to human beings. 	<u>What is it like to live in Bury?:</u> - I can locate Bury on a map of the United Kingdom. - I can learn about the geographical features of Bury. - I can find my way around Bury. - I can explore our school on the map. - I can learn about the types of homes and describing what type of home I live in. - I can create my own map of Bury.	<u>Exploring our country and the United Kingdom:</u> - I can identify what a country is. - I know what country I live in and can locate this on a globe. - I know the names of the four countries that make up the United Kingdom and can identify them on a map. - I know what a capital city is and can name the capital cities of the UK. 

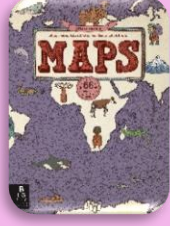
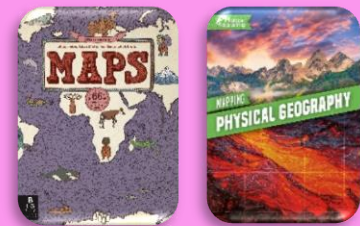
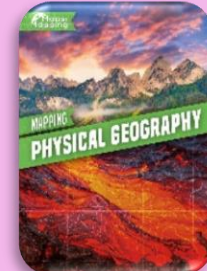
Geography Long Term Plan

Year 2	<u>Seasonal and daily weather patterns:</u> <i>Comparisons continue across the year</i> - I can investigate my surroundings to describe what the weather is like in Bury in this season and why. - I can describe the climate of the UK and make comparisons between Manchester and other places in the UK. - I know what the equator is, can locate this on a globe and understand how it affects climate. - I can name the hottest places on the earth and make appropriate observations about why this is. - I can name the coldest places on the earth and make appropriate observations about why this is. - I can collect and record data about the weather and make simple observations. 	<u>The world's continents and oceans:</u> - I can use an atlas to locate oceans and continents - I know the names of the 7 continents and 5 oceans. - I can identify where the world's continents are using a map. - I can identify where the world's oceans are located using a globe. - I can ask simple geographical questions to identify the features of each continent. - I can make simple comparisons between the 7 continents. - I can explain why our oceans are important to us and how to protect them and marine animals 	<u>A comparison of Bury and Islamabad (Pakistan):</u> - I can use an atlas to locate Islamabad, Pakistan and Bury. - I can describe what life in Islamabad is like and make Geographical observations about why things are different. - I can use pictures and photos to describe the similarities between Islamabad and Bury. - I can use maps, photos, books and internet as sources of information. - I know and can use the 4 compass points NSEW - I can follow a route on a map of Bury - I can draw a simple map of where I live in Bury and use symbols to create a key 
	<u>Subject content Key stage 2:</u> <i>Pupils should be taught to:</i> Locational knowledge • 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. • 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 • Identify the position and significance 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 (including day and night) Place knowledge • 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 within North or South America Human and physical geography <i>Describe and understand key aspects of:</i> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		

Geography Long Term Plan

	- 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 Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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.		
Year 3	<u>The Earth's structure:</u> - To explain what the earth is made up of. - To explore what a volcano is and describe the effects. - To be able to locate volcanoes on a large scale OS map and match boundaries of countries - To explain what an earthquake is and use a real life case study to describe the effects it has. - To understand why volcanoes and earthquakes happen and understand how we can predict and/or prevent them. 	<u>Comparing life in the rainforests of South America and life in Bury:</u> - To use large scale OS maps, atlases and globes and digital/computer mapping to locate climate zones and describe the features studied - To understand the different climate zones. - To use evidence to draw conclusions about how the world's climate is changing. - To understand why the world's climate is changing. - To describe what a rainforest is and why they are important to humans. - To explain what life was like in the Rainforest and how it is different to life in Bury. - To understand the impact human beings are having on the rainforest. 	<u>Countries of Europe with a focus on France:</u> - To be able to describe what a physical geographical feature is. - To be able to describe what a human geographical feature is. - To use large scale OS maps, atlases and globes and digital/computer mapping to locate countries and describe the features studied - To be able to name 5 major countries that are in Europe and locate these on a map. - To ask geographical questions about countries in Europe. - To be able to locate France on a map and know some of its key physical and human geographical features by using letters and coordinates . - To be able to make a simple scale drawing, understand why a key is needed and begin to use standard geographical symbols - To be able to name some of the links between the UK and France. 
Year 4	<u>Rivers and the water cycle:</u> - To be able to use letters and number coordinates to locate places on a map - To describe what a river is and what it does using satellite images and aerial photographs. - To understand where rivers come from. - To understand why rivers are important to humans. - To understand how pollution can affect rivers (plastic/litter) and how to protect them - To use my knowledge of the water cycle to understand where water comes from and where it goes. - To be able to explain what the water cycle is and why the water cycle is important to humans. - To be able to record data and make observations about rivers.	<u>Yorkshire:</u> - To describe how to read a map and use this knowledge to locate Yorkshire. - Understand why a key is needed on a map and begin to recognise more symbols on an OS map - To respond to questions using my own ideas and knowledge about why maps are important. - To be able to identify the key features of Yorkshire using a variety of resources (map, aerial/satellite photographs) - To be able to make geographical comparisons between Yorkshire and Greater Manchester. - To understand why Yorkshire has changed over time and why (impact of tourism). - To be able to collect data and make observations about a locality in Yorkshire - To be able to draw a sketch map from a high viewpoint and create a map of a short route experienced with features in the correct order - Create a simple scale drawing	<u>Mountains of the Alps:</u> - To be able to use 4 compass points and begin to use 8 compass points - To use letter and number coordinates to locate features on a map confidently - To be locate the Alps on a map and aerial photographs. - To be able to ask and respond to questions about the Alps. - To use an atlas to investigate the climate on the Alps. - To be able to use secondary sources to research what plants live on the Alps - To investigate Lucy Walker's Alpine Mountaineering 

Geography Long Term Plan

	(Hold school campaign linked to Literacy) 		
Year 5	<u>The difference and similarities between Italy and Canada:</u> - To be able to use a map to locate Canada and Italy, looking at geographical features: population, place on earth, climate and terrain. - To be able to use the eight points of the compass, four and six figure grid references, symbols and a key - To use indices and contents pages in atlases - To be able to compare human and physical characteristics in the Alberta region of Canada and Southern Italy. - To be able to compare Ottawa and Rome focussing on physical and human characteristics. 	<u>Food around the world:</u> - To investigate where our food comes from. - To measure straight line distance on a plan - To be able to understand the different types of land use using primary and secondary sources. - To understand what a trade link is and why they are important. - To be able to draw conclusions about where different food comes from and why through the use of maps. - To record data and make observations during fieldwork. - To discuss the importance of fair trade.  https://www.fairtrade.org.uk/what-is-fairtrade/what-fairtrade-does/	<u>The United Kingdom:</u> - To use eight points of the compass, four and six figure grid references, symbols and key to build my knowledge of the United Kingdom and the wider world to read maps - To use a range of sources to understand the main differences in the land use between them the different countries in the UK trade links (food, transport). - To investigate the differences between a region, a county, a city a town and a village using a range of maps. - To be able to compare a region of the Midlands to the Highlands of Scotland with a focus on the human and physical geography. - To use a four figure grid reference to locate cities in the UK. - To use the eight points on a compass to locate regions in the UK. - To begin to draw thematic maps based on my own data about food 
Year 6	<u>The Galapagos Islands:</u> - To understand the difference between longitude and latitude on a globe. - To identify the Tropics of Cancer and Capricorn using an atlas. - To be able to use primary sources to identify where the coldest regions of the world are. - To explain how time zones are determined and what causes them using an atlas. - To use eight points of the compass, four and six figure grid references, symbols and key to build knowledge of the wider world and to read maps - To be able to use evidence to explain how they were formed - To explain why it is one of the most popular tourist destinations in the world using my evidence of the human and physical features of the Galapagos Islands	<u>Theme parks around the world:</u> - To be able to draw conclusions to understand how physical geographical features impact where you will find theme parks. - To be able to draw conclusions to understand how human geographical features impact where you will find theme parks and why. - To be able to use primary and secondary sources to investigate the differences between theme parks in different parts of the world. - To be able to analyse data to explain the future of theme parks. - To draw a plan of increasing complexity about where theme parks are located - To use fieldwork to inform my judgements 	<u>The world's natural resources and how this impacts on our use of energy:</u> - To be able to use primary and secondary resources to investigate the positives and negatives about the use of fossil fuels. - To explain the difference between renewable and non-renewable energy. - To be able to name examples of renewable and non-renewable energy. - To explain the future prospects and possibilities for energy by analysing evidence. - To discuss what solar energy is and how this can benefit the world today. - To explain how humans can help the climate crisis - To be able to draw a variety of thematic maps based on data relating to energy provision in the UK

Geography Long Term Plan

- To be able to analyse evidence to explain the impact tourism has had on the islands.

