



*St. Peter's
Church of England (VA)
Primary school*



Geography Long Term Plan

Geography Long Term Plan

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What's it like here? Local knowledge	Would you prefer to live in a hot or cold place? Looking at climate zones, mapping out hot and cold places and comparing UK with Kenya.	Modern Europe Map of Europe	Where does our food come from? Looking at fair trade	What is life like in the Alps?	Would you like to live in the desert? Biomes
Ice Explorers Develop navigational skills	Why is our world wonderful? Looking at amazing places in the world.	Why are rainforests important to us? Biomes, ecosystems and tropics	Mountains – what are they? Creating 3d models	Why does population change?	Climate Change Causes and effects
What is it like to live in Shanghai vs local area? Comparing human and physical features for both places	What is it like to live by the coast? Jurassic coast.	Why do people live near volcanoes? Mount Etna	What are rivers and how are they used? Process of the water cycle	Why do oceans matter?	Why do oceans matter? Coral reefs and human impact on oceans

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Geography National Curriculum Objectives:

<i>Purpose</i>	● <i>To inspire in pupils a curiosity and fascination about the world and its people</i> ● <i>Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes</i> ● <i>As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</i> ● <i>Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</i>
<i>Aims</i>	● <i>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</i> ● <i>understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</i>

	Knowledge	Skills
KS1	1. (Locational - numbers 1-4) Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography 2. name and locate the world's seven continents and five oceans 3. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 4. (Place) 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 5. (Human and physical geography numbers 6-7) 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 6. use basic geographical vocabulary to refer to: 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	1. To use geographical skills, including first-hand observation, to enhance their locational awareness. 2. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes 3. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) 4. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length 5. 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 6. 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 7. 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 8. 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.
KS2	1. (Locational knowledge numbers 1-3) locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South	1. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 2. 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 3. 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) 4. (Place) 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 5. (Human and physical geography numbers 5-6) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 6. 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	2. 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 3. 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. 4. Reinforce skills learnt at KS1.
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