

Geography Long Term Plan

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1					
<p><u>Our School</u></p> <ul style="list-style-type: none"> ✓ 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. 		<p><u>Seasons and Weather</u></p> <ul style="list-style-type: none"> ✓ 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. 		<p><u>My Local Beach</u></p> <ul style="list-style-type: none"> ✓ To recognise what a beach is. ✓ To say how some beaches are different. ✓ To recognise that a coast is where the land meets the sea. ✓ To use basic geographical vocabulary to refer to key physical features of a beach. ✓ To use basic geographical vocabulary to refer to key human features of a beach. ✓ To observe human and physical features at a local beach. ✓ To sketch physical and human features of a local beach. ✓ To add labels to field sketches of a local beach. ✓ To use a camera in the field to record what is seen at a local beach. 	<p><u>Australia</u></p> <ul style="list-style-type: none"> ✓ To name the world's seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To use basic geographical vocabulary to refer to key physical features of Victoria ✓ To use basic geographical vocabulary to refer to key human features of Victoria. ✓ To describe what is the same and what is different between their locality and Victoria. ✓ To use a simple map to identify the United Kingdom and Oceania. ✓ To ask geographical questions about the features of Victoria ✓ To say what they like about Victoria compared to where they live.
YEAR 2					
<p><u>London and the UK</u></p> <ul style="list-style-type: none"> ✓ 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. 		<p><u>Mexico</u></p> <ul style="list-style-type: none"> ✓ To name and locate the world's seven continents - Africa, Antarctica, Asia, Oceania, 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 			

<div><div>✓ To collect data in their locality about what human features people prefer.</div><div>✓ To use maps and atlases to identify the United Kingdom as well as England, Scotland, Wales and Northern Ireland.</div><div>✓ To use aerial photographs and plan-perspectives to recognise London landmarks and geographical features.</div><div>✓ 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.</div><div>✓ To ask and respond to geographical questions about London.</div></div>		<div><div>Mexico using some of the physical and human features that they have learnt.</div><div>✓ To use globes and atlases to identify Mexico.</div><div>✓ To use atlases and globes to identify Africa, Antarctica, Asia, Oceania, Europe, North America, and South America.</div><div>✓ To use atlases and globes to identify the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean.</div><div>✓ To know the difference between a map and a globe.</div><div>✓ To devise a simple map of Mexico from a photograph.</div><div>✓ To construct basic symbols in a key.</div><div>✓ To observe and record information using sketches and diagrams.</div><div>✓ To ask and respond to geographical questions about Mexico.</div><div>✓ To give their own views about Mexico, giving reasons.</div></div>			
YEAR 3					
			<div><div>Coastal Locations</div><div>✓ To name and locate major cities in the United Kingdom.</div><div>✓ To identify some of the physical features of the coastline along the East coast of the UK.</div><div>✓ To describe and understand key aspects of human geography along coastal areas, including the purpose of lighthouses, land use and food.</div><div>✓ To use fieldwork to measure and record human and physical features on the coast.</div><div>✓ To use digital technology to record evidence in the field.</div><div>✓ To state similarities and differences due to coastal erosion along the coastline.</div><div>✓ To understand how land-use patterns along the coast have changed over time.</div><div>✓ To understand similarities and differences between different lighthouses as a result of changes in land-use.</div><div>✓ To use maps to locate areas of coastal erosion.</div><div>✓ To use Ordnance Survey maps to build knowledge of the United Kingdom.</div></div>		

			<ul style="list-style-type: none"> ✓ To use Topographical maps to investigate coastal 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. 		
YEAR 4					
		<p><u>Greece</u></p> <ul style="list-style-type: none"> ✓ 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. 			<p><u>North America</u></p> <ul style="list-style-type: none"> ✓ To name 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 identify and compare some human features of different locations in North America. ✓ To identify and compare the physical features of different locations in North America. ✓ To use maps and atlases to locate the countries of North America ✓ To use a range of geographical sources to identify the features of some of the countries in North America.

		<div><div><div>✓ To use evidence of past and present to formulate conclusions about why a country has changed over time.</div><div>✓ To collect and record evidence using colour-coded maps.</div></div><div><div>Rivers & the Water Cycle</div><div>✓ To understand rivers and the water cycle.</div></div></div>			
YEAR 5					
<div><div><div>Volcanoes, Earthquakes and Natural Disasters</div><div><div>✓ To name and locate the countries of Europe, including their capital cities.</div><div>✓ 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.</div><div>✓ To identify and understand the main physical features of mountains, volcanoes and earthquakes.</div><div>✓ 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.</div><div>✓ To understand how the volcanic eruption in Pompeii changed the geographical landscape.</div><div>✓ To use maps and atlases to locate the capital cities of European countries</div><div>✓ To use satellite imagery to analyse the globe and to locate key locations from space.</div><div>✓ To use a Topographic map to recognise and compare land height.</div><div>✓ To use six-figure grid references, symbols and keys.</div><div>✓ To draw a sketch - map from a high viewpoint.</div><div>✓ To propose ideas and hypothesise about natural disasters.</div><div>✓ To use historical and geographical evidence to justify hypothesise on changes to Europe over time.</div><div>✓ To collect and record data using a charts and sketch-maps.</div></div></div></div>					
YEAR 6					
Antarctica				South America	

<div><div>✓</div><div>To name and locate the world’s countries, including Russia and its major cities.</div></div> <div><div>✓</div><div>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</div></div> <div><div>✓</div><div>To identify, describe and understand the physical features of Antarctica, including its biome.</div></div> <div><div>✓</div><div>To describe and understand different climate zones.</div></div> <div><div>✓</div><div>To describe the impact of Science stations and human intervention on Antarctica.</div></div> <div><div>✓</div><div>To understand how human intervention has changed the Antarctic biome and landscape.</div></div> <div><div>✓</div><div>To select and use relevant maps, atlases, globes or computer mapping to locate Russia and its major cities.</div></div> <div><div>✓</div><div>To select relevant maps, atlases, globes or computer mapping to locate North America and South America and their major cities.</div></div> <div><div>✓</div><div>To recognise and use atlas symbols.</div></div> <div><div>✓</div><div>To use lines of Longitude and Latitude on maps.</div></div> <div><div>✓</div><div>To evaluate the quality of information gathered when responding to geographical questions.</div></div> <div><div>✓</div><div>To use atlas symbols to make deductions about a geographical location.</div></div> <div><div>✓</div><div>To use charts to display data that match geographical deductions about a location.</div></div>			<div><div>✓</div><div>To name and locate the world’s countries, focussing on North and South America and their environmental regions and major cities.</div></div> <div><div>✓</div><div>To identify, describe and understand the physical features of the marine biome.</div></div> <div><div>✓</div><div>To describe and understand human threats to the marine biome.</div></div> <div><div>✓</div><div>To describe and understand trade links and the distribution of natural resources from South America.</div></div> <div><div>✓</div><div>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.</div></div> <div><div>✓</div><div>To use an Economic map to recognise economic activity and resources.</div></div> <div><div>✓</div><div>To recognise and use atlas symbols.</div></div> <div><div>✓</div><div>To evaluate the quality of information gathered when responding to geographical questions.</div></div> <div><div>✓</div><div>To use atlas symbols to make deductions about a geographical location.</div></div> <div><div>✓</div><div>To use charts to display data that match geographical deductions about a location.</div></div>
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