

Geography Long Term Planning

	Cycle A		
	Autumn	Spring	Summer
Class 2 (Year 1 and 2)	<p>What's in my locality? Food and farming</p> <p>Use a world map, atlas or globe to name and locate the seven continents and five oceans and some countries studied.</p> <p>Knows the four seasons, identify daily weather patterns in their local area and how this impacts on farming.</p> <p>Describe and explain that everyday food products how they have been changed (processed) before they are packed/bought, using a map to identify the location of some of their ingredients.</p>	<p>Where is Clee Hill? Houses and Homes</p> <p>Demonstrates locational awareness of Clee Hill (using aerial photos) and name and locate key landmarks (and physical environments) on a map using a simple key.</p> <p>Describe a journey in the local area using simple locational and directional language.</p> <p>Use fieldwork and observational skills to study the geography of our local area.</p>	<p>Where would I like to visit in the UK? Transport</p> <p>Identify hot, cold, dry areas of the world in relation to the Equator and Poles.</p> <p>Name their local area that they live in the UK and name the capitals of the UK, using the 4 points of the compass</p> <p>Compare the local area to distant locations (understanding near and far) using appropriate geographical vocabulary and compare this to our local area (TransSiberian, Russia).</p>
Class 3 (Year 2 and 3)	<p>Why do we live where we live? Local study – Ludlow</p> <p>Identify the human and physical characteristics of Ludlow and why people settled here.</p> <p>Locate and describe several physical characteristics in the UK, e.g. positioning of Ludlow Castle.</p> <p>Name and locate counties (Northumberland, Shropshire, Greater London & Somerset) and cities of the UK.</p>	<p>Where does our water come from? Water, water everywhere</p> <p>Describe our water comes from and how water is distributed from the Elan Valley.</p> <p>Describe the water cycle (covered in detail again in rivers), using appropriate vocabulary, and how water is stored.</p> <p>Use fieldwork to observe and record the water cycle including physical features of mountains.</p>	<p>How can we protect our marine biomes? Marine Biomes</p> <p>Know the continents and some countries of the world and can name and locate them on a world map.</p> <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected (Great Barrier Reef).</p> <p>Understand some advantages of marine protected areas (MPAs/ coral reefs around the world).</p>
Class 4 (Year 4 and 5)	<p>Can you take us on a journey around the world? Kensuke's Kingdom</p> <p>Know the continents and some countries of the world and can name and locate them on a world map.</p> <p>Identify the equator, north and southern hemisphere, tropics of cancer and Capricorn, Artic and Antarctic circle.</p> <p>Name and locate counties (Northumberland, Shropshire,</p>	<p>Why is Antarctica uninhabitable for humans? Exploring our planet</p> <p>Identify the position and significance of latitude and longitude, equator, north and southern hemisphere, tropics of cancer and Capricorn, Artic and Antarctic circle.</p> <p>Use maps, atlases and computer mapping (scribble maps) to locate countries and describe features.</p> <p>Use the 8 points of a compass, 4- and 6- figure grid</p>	<p>How are rivers formed? Rivers</p> <p>Locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers- River Severn, River Thames (London).</p> <p>Use fieldwork including geographical vocabulary to describe physical features of rivers including sketch</p>

	Greater London & Somerset) and cities of the UK (Birmingham, Manchester, Worcester, Hereford & York).	references, symbols and key (including OS maps) to build up knowledge of the UK and the wider world.	maps. Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Understand how physical processes can cause hazards to people, e.g. flooding
Class 5 (Year 5 and 6)	<p>Why is York a tourist destination? York – a city study</p> <p>To locate the UK urban areas (York), knowing some of their distinct characteristics including Human and Physical features.</p> <p>Name and locate counties (Northumberland, Shropshire, Greater London & Somerset) and cities of the UK (Birmingham, Manchester, Worcester, Hereford & York).</p> <p>Use fieldwork sketches, interviews and observations to gather information about tourism, analysing the results to draw conclusions.</p> <p>Use the 8 points of a compass, 4- and 6- figure grid references, symbols and key (including OS maps) to build up knowledge of the UK and the wider world.</p>	<p>What is our relationship with the physical world? The Amazon Rainforest</p> <p>Extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations to present.</p> <p>Identifying the position and significance of the Prime/Greenwich Meridian and time zones (Brazil, UK) (including day and night in relation to the Earth's rotation on its own axis).</p> <p>Identify and name some of the countries and cities (Manaus) inside the Amazon basin (Bolivia, Brazil, Colombia, Ecuador) and compare with the UK – physical and human characteristics.</p>	<p>Should we live in zones of earthquakes and volcanoes?</p> <p>Natural disasters : Volcanoes and Earthquakes</p> <p>Describes some advantages and disadvantages of living in hazard-prone areas, and how physical processes can cause hazards to people.</p> <p>Use an atlas to locate volcanoes and locations of earthquakes, and understand that the distribution of earthquakes and volcanoes follows a pattern; have a basic understanding of plate tectonics and the 'Pacific Ring of Fire'.</p> <p>Describe a volcano, volcanic eruption and an earthquake using appropriate geographical vocabulary to describe significant physical features and talk about how they change.</p>

	Cycle B		
	Autumn	Spring	Summer
Class 2 (Year 1 and 2)	<p>Why is the weather different across the UK? An Island Home</p> <p>Understand that they live in the UK, which is an island, identify its nations and capitals of the UK and their surrounding seas.</p> <p>Recognise and compare natural environments and describes it using key vocabulary (physical features). Uses and understands basic weather symbols and vocabulary, and can identify multiple weather types (wind, rain, snow, fog, mist, sun, sunny spells, clouds as a minimum), knowing that weather can be different in different parts of the UK .</p>	<p>Where would I take a tourist in Florida? A Passport to Florida</p> <p>Compare the local area to distant locations (understanding near and far) using appropriate geographical vocabulary and compare this to our local area</p> <p>Use a world map, atlas or globe to name and locate the seven continents and five oceans and some countries studied,</p>	<p>Where would I take a tourist in London? Comparing and contrasting London and Clee Hill.</p> <p>Demonstrates locational awareness of Clee Hill (using aerial photos) compare London (understanding near and far).</p> <p>Name their local area that they live in the UK and can name the capitals of the UK, using the 4 points of the compass</p> <p>Use fieldwork and observational skills to study the geography of Clee Hill (in relation to their human and physical features)</p>
Class 3 (Year 2 and 3)	<p>What's in my local area? Local Study – Clee Hill</p> <p>Identify the human and physical characteristics of Clee Hill (including the local minerals- Dhustone) and why people settled here.</p> <p>Describe different types of local industry and land use on Clee Hill (Quarry) and how they have changed over time (past, present and future of the local area). Use knowledge of field work skills to (sketch maps - using symbols, a key and a scale- and graphs) present data on the local area (including influence of climate and weather).</p>	<p>What is climate change and why does it matter? Caring for the world – the three Rs</p> <p>Identify the equator, north and southern hemisphere, tropics of cancer and Capricorn, Artic and Antarctic circle.</p> <p>Be able to talk about one way we could make the school more sustainable.</p>	<p>How does trade connect us? Africa/ Kenya -the coffee trade</p> <p>Understand how food production is influenced by climate and know the journey of how at least one product get to their home in detail (Coffee)</p> <p>Understand that products we use are imported as well as locally produced.</p> <p>Know the continents and some countries of the world and can name and locate them on a world map.</p>
Class 4 (Year 4 and 5)	<p>How do we energise our homes and country? Energy</p> <p>Understand where our energy and natural resources come from to include renewable and non-renewable energy sources and name several common minerals e.g. rocks, oil, coal, metals; explain where minerals are</p>	<p>Can you take us around Europe? France: Oh la la</p> <p>Understand similarities and differences through the study of human and physical geography of a region of the UK (Shropshire) and a region in a European country</p>	<p>How does the weather affect tourism? Weather & Climate</p> <p>Describe and understand key aspects of the human geography of a coastal region in the UK, including: tourism, leisure activities, types of settlement, and land</p>

	<p>found around the world. Be able to talk about one way we could make the school more sustainable.</p>	<p>(France). Use maps, atlases, globes and computer mapping (google Earth) to locate countries and describe features. Use the 8 points of a compass, 4- and 6- figure grid references, symbols and key (including OS maps) to build up knowledge of the UK and the wider world (fieldwork).</p>	<p>use, economic activity and safety (Barmouth). Locate and describe physical coastal features of coastal regions in the UK using simple geographical vocabulary to describe them. Discuss how coastal features change. Describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of the sea – tides, cliff falls, erosion, flooding).</p>
<p>Class 5 (Year 5 and 6)</p>	<p>How are mountains mapped? Magnificent mountains</p> <p>Understand and compare topography features of a region of the UK (Snowdonia) and a region in a European country (Alps). Know information about the European Alpine region, its physical environment, climate, and economic activity and how it has changed over time. Understand how a mountain region is formed. understand hazards from physical environments and their management, such as avalanches in mountain regions. Use the 8 points of a compass, 4- and 6- figure grid references, symbols and key (including OS maps) to build up knowledge of the UK and the wider world.</p>	<p>What is our relationship with the physical world? All around the world</p> <p>Identify the position and significance of latitude and longitude, equator, north and southern hemisphere, tropics of cancer and Capricorn, Arctic and Antarctic circle. Understand what a biome is and give examples of the variety of biomes and vegetation belts, using appropriate vocabulary to describe weather, climate, climate zones, biomes and vegetation belts). Indicate the tropical, temperate and polar climate zones on a globe or map, describe and compare the characteristics of these zones, using appropriate vocabulary, identifying some of the world's hottest, coldest, wettest and driest locations. Use knowledge of field work skills to (quadrat of a local biome) and present data.</p>	<p>What does Fair Trade really mean? The Amazing Americas</p> <p>Identifying the position and significance of the Prime/Greenwich Meridian and time zones (Time zones across America) -including day and night -in relation to the Earth's rotation on its own axis. Locate some countries North and South America on a map or atlas (United States of America, Brazil, Ecuador and Mexico) and describe and compare the physical and human characteristics. Understand that products we use are imported as well as locally produce and what 'fair trade' means</p>