



Long term plans for: *Geography*

Our Curriculum Drivers are:

Wellbeing

Aspirations

Outdoor Learning

These key drivers are integral to all that we do at Glade, to ensure that all of our pupils leave us as happy, healthy and well-rounded individuals.



**"Growing, Learning, Achieving with Dedication and Enthusiasm"**



	<b>KEY VOCABULARY FOR EACH YEAR GROUP IN GEOGRAPHY</b>
<b>Year 1</b>	<p>Geographical Names: Glade Primary School, Clayhall, Ilford, Essex, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, English Channel, North Sea, Irish Sea, Autumn, Winter, Spring, Summer.</p> <p>Geographical Processes: physical, human, forest, hill, sea, river, soil, valley, season, weather, rain, snow, sunshine, temperature, wind, city, town, village, farm, house, office shop, country.</p>
<b>Year 2</b>	<p>Geographical Names: Europe, Africa, North America, South America, Asia, Oceania, Antarctica, Pacific Ocean, Indian Ocean, Arctic Ocean, Atlantic Ocean, Southern Ocean, North, South, East, West, Zambia, Lusaka, River Zambezi, Victoria Falls.</p> <p>Geographical Processes: continent, ocean, rainforest, desert, beach, cliff, coast, mountain, vegetation, factory, farm, port, harbour.</p>
<b>Year 3</b>	<p>Geographical Names: France, Spain, Netherlands, Germany, Switzerland, Russia, Italy, Ukraine, Poland, Mount Ontake, Japan, Vesuvius, Everest, Vinson Massif, Carstensz, Mount Snowdon, Himalayas, Paris, Rome, Berlin, Moscow, Amsterdam, Madrid.</p> <p>Geographical Processes: volcanos, earthquakes, mountains, crater, dormant, eruption, magma, tsunami, plate boundary, alpine, summit, altitude, range, land use, settlements Prime/Greenwich.</p>
<b>Year 4</b>	<p>Geographical Names: USA, Canada, Mexico, Costa Rica, Jamaica, Dominican Republic, Niagara Falls, Mississippi River, Denali, The Gunung Leuser Rainforest, The Daintree Rainforest, The River Nile, Yenisei River.</p> <p>Geographical Processes: natural resources, industry, sustainable development, coast, economy, industry, minerals, food, water, renewable energy, climate change.</p>
<b>Year 5</b>	<p>Geographical Names: Brazil, Bolivia, Argentina, Peru, Venezuela, Chile, Columbia, Amazon Rainforest, The Amazon River, Angel Falls, Sugarloaf Mountain, Christ The Redeemer.</p> <p>Geographical Processes: canopy, emergent layer, forest floor, understory, deforestation, fair trade, biome, biodiversity, latitude and longitude lines, the Tropics of Cancer and Capricorn, flood plain, meander, mouth, source, tributary, confluence, the water cycle, state, ecosystem.</p>



Year 6

Geographical Names: Birmingham, Bristol, Cambridge, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Sheffield, Oxford, West Midlands, Yorkshire, Hampshire, Kent, Essex, Lancashire, Merseyside, Devon, Hertfordshire, Greater London.

Geographical Processes: climate zone, Arid, Mediterranean, Temperate, Tropical, Polar, Continental, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic Circle, the Antarctic Circle, biodiversity.



## Long Term Plan (Content)

Subject	Autumn	Spring	Summer
N	Countries around the World.	Respecting the natural environment.	Celebrations around the World.
R	Exploring the natural World.	Communities / Map work.	Seasons.
1	Exploring our Local Area	Into the Woods	Barnaby Bear.
2	Hot and Cold Countries	Where would you like to live? (England or Africa)	The United Kingdom
3	Extreme Earth	Settlements during the Stone Age	Europe
4	Greece	Cities	North America
5	Rivers	Rainforests	South America
6	Map Skills	Coasts	Africa



## EYFS

The skills listed below will be taught through the following topic - Understanding the World.

<u>Skills</u>	
People and Communities	<ul style="list-style-type: none"><li>• Begin to understand that other children don't always enjoy the same things.</li><li>• Begin to notice similarities and differences between themselves and others, and families, communities and traditions.</li></ul>
The World	<ul style="list-style-type: none"><li>• Begin to notice features of their immediate environment.</li><li>• Begin to discuss how environments may vary from one another.</li><li>• Begin to notice similarities and differences between places.</li><li>• Begin to make observations about animals and plants.</li></ul>
Technology	<ul style="list-style-type: none"><li>• Begin to notice technology is used in places such as homes.</li></ul>



## Year One

The skills listed below will be taught through the following topics - Exploring our Local Area, Into the Woods and Barnaby Bear.

Skills	
Locational Knowledge	<ul style="list-style-type: none"><li>• Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</li><li>• Use simple fieldwork and observational skills to study the geography of their school (Local Area).</li></ul>
Place Knowledge	<ul style="list-style-type: none"><li>• Begin to understand a number of the geographical features of their local area.</li></ul>
Human and Physical Geography	<ul style="list-style-type: none"><li>• Describe and understand a forest, hill, sea, river, soil, season and weather.</li><li>• Describe and understand a city, town, village, office, house and shop.</li><li>• Identify seasonal and daily weather patterns in the United Kingdom.</li></ul>
Map Skills	<ul style="list-style-type: none"><li>• Use age-appropriate world maps, atlases and globes to identify the United Kingdom and its countries.</li><li>• Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li><li>• Use plan perspectives to recognise landmarks and basic human and physical features.</li><li>• Devise a simple map.</li></ul>
Fieldwork	<ul style="list-style-type: none"><li>• Children take part in teacher-led enquiries.</li><li>• Make observations about what their school and its grounds.</li><li>• Investigate their surroundings in a whole-class context.</li><li>• Discuss their fieldwork findings as a class.</li></ul>



## Year Two

The skills listed below will be taught through the following topics - Hot and Cold Countries, Where would you like to live? (England or Africa) and The United Kingdom.

Skills	
Locational Knowledge	<ul style="list-style-type: none"><li>• Name and locate the world's seven continents and five oceans.</li><li>• Name and locate a number of the counties and cities of the United Kingdom (including key human and physical features).</li></ul>
Place Knowledge	<ul style="list-style-type: none"><li>• Understand a number of geographical similarities and differences between a region of the UK and a contrasting non-European country.</li></ul>
Human and Physical Geography	<ul style="list-style-type: none"><li>• Describe and understand a beach, cliff, valley, coast, mountain, ocean, vegetation.</li><li>• Describe and understand a factory, farm, port and harbour.</li><li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li></ul>
Map Skills	<ul style="list-style-type: none"><li>• Use age-appropriate world maps, atlases and globes to identify the continents and oceans.</li><li>• Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</li><li>• Use aerial photographs to recognise landmarks and basic human and physical features.</li><li>• Devise a simple map with basic symbols in a key.</li></ul>
Fieldwork	<ul style="list-style-type: none"><li>• Children encouraged to ask simple geographical questions.</li><li>• Make appropriate observations about their local area.</li><li>• Investigate their surroundings in a whole-class context with some independence.</li><li>• Discuss their fieldwork findings as part of a group.</li></ul>



### Year Three

The skills listed below will be taught through the following topics - Extreme Earth, Settlements during the Stone Age and Europe.

Skills	
Locational Knowledge	<ul style="list-style-type: none"><li>• Locate a number of European countries (including major cities and human and physical characteristics).</li><li>• Name and locate a number of the mountains in the UK and land-use patterns associated with them over time.</li><li>• Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</li></ul>
Place Knowledge	<ul style="list-style-type: none"><li>• Understand a number of geographical similarities and differences between of a region of the UK and a region within Europe.</li></ul>
Human and Physical Geography	<ul style="list-style-type: none"><li>• Describe and understand climate zones.</li><li>• Describe and understand mountains, volcanoes and earthquakes.</li></ul>
Map Skills	<ul style="list-style-type: none"><li>• Use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of European countries and describe features studied.</li><li>• Use the four points of a compass to navigate around a map.</li><li>• Use symbols and a key to devise a map or represent on a map.</li></ul>
Fieldwork	<ul style="list-style-type: none"><li>• Children begin to initiate their own geographical questions to investigate.</li><li>• Begin to make appropriate observations in a wider context.</li><li>• Begin to measure and record evidence with some independence.</li><li>• Begin to formally present their findings.</li></ul>



## Year Four

The skills listed below will be taught through the following topics - Greece, Cities and North America.

Skills	
Locational Knowledge	<ul style="list-style-type: none"><li>• Locate a number of North American countries (including major cities and human and physical characteristics).</li><li>• Name and locate a number of the rivers in the UK and land-use patterns associated with them over time.</li><li>• Identify the position and significance of latitude and longitude lines and the Tropics of Cancer and Capricorn.</li></ul>
Place Knowledge	<ul style="list-style-type: none"><li>• Understand a number of geographical similarities and differences between region of the UK and a region within North America.</li></ul>
Human and Physical Geography	<ul style="list-style-type: none"><li>• Describe and understand types of settlement and land use.</li></ul>
Map Skills	<ul style="list-style-type: none"><li>• Use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of North American countries and describe features studied.</li><li>• Use the eight points of a compass to navigate around a map.</li><li>• Use symbols and a key to devise a map or represent on a map confidently.</li></ul>
Fieldwork	<ul style="list-style-type: none"><li>• Children ask and respond to questions and offer their own ideas based on some evidence.</li><li>• Make appropriate observations confidently.</li><li>• Measure and record evidence with increasing independence.</li><li>• Formally present their findings.</li></ul>



## Year Five

The skills listed below will be taught through the following topics - Rivers, Rainforests and South America.

Skills	
Locational Knowledge	<ul style="list-style-type: none"><li>• Locate a number of South American countries (including major cities and human and physical characteristics).</li><li>• Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle.</li></ul>
Place Knowledge	<ul style="list-style-type: none"><li>• Understand a number of geographical similarities and differences between a region of the UK and a region within South America.</li></ul>
Human and Physical Geography	<ul style="list-style-type: none"><li>• Describe and understand economic activity including trade links.</li><li>• Describe and understand biomes and vegetation belts, rivers and the water cycle.</li></ul>
Map Skills	<ul style="list-style-type: none"><li>• Use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of South American countries and describe features studied.</li><li>• Use four-figure grid references to navigate around a map</li><li>• Use Ordnance Survey symbols and a key to devise a map or represent on a map.</li></ul>
Fieldwork	<ul style="list-style-type: none"><li>• Begin to suggest questions for investigating.</li><li>• Make appropriate observations and begin to analyse, as a class, if the evidence is reliable.</li><li>• Measure and record evidence using increasingly sophisticated methods.</li><li>• Formally present their findings, paying thought to the method of presentation.</li></ul>



## Year Six

The skills listed below will be taught through the following topics - Map Skills, Coasts and Africa.

Skills	
Locational Knowledge	<ul style="list-style-type: none"><li>• Locate a number of African counties (including key human and physical features).</li><li>• Name and locate a number of the coasts in the UK and land-use patterns associated with them over time.</li></ul>
Place Knowledge	<ul style="list-style-type: none"><li>• Understand a number of geographical similarities and differences between a region of the UK and a region within Africa.</li></ul>
Human and Physical Geography	<ul style="list-style-type: none"><li>• Describe and understand the distribution of natural resources including energy, food, minerals and water.</li></ul>
Map Skills	<ul style="list-style-type: none"><li>• Use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of the countries of the world and describe features studied.</li><li>• Use six-figure grid references to navigate around a map.</li><li>• Use Ordnance Survey symbols and key to devise a map or represent on a map confidently.</li></ul>
Fieldwork	<ul style="list-style-type: none"><li>• Suggest questions for investigating and suggest how they could achieve their results.</li><li>• Make appropriate observations and begin to analyse if the evidence is reliable.</li><li>• Measure and record evidence from a range of primary and secondary sources.</li><li>• Formally present their findings, paying thought to the method of presentation and posing further questions to investigate.</li></ul>