

Geography Long Term Plan

Pre-school and Reception

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><u>Coverage: All About Me</u></p> <p>What is it like in Newnham? Learn about the key physical and human features of the local area. Field work- walk around the village/ walk to the stream.</p> <p>Seasons (Weather) Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p><u>Coverage: Transport</u></p> <p>What types of transport are there? Learn about transport links in our local area. Children find out more about local buses, trains etc. Visitors to come into school, e.g. emergency vehicles and talk to the children about why their transport is so important. Fieldwork- trip to Perrygrove.</p> <p>Seasons (Weather) Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p><u>Coverage: People who help us</u></p> <p>Who helps us and how? Learn about people who help us and how they help us, e.g., doctor, nurse, postman, firefighter, etc. Visitors to come into school, e.g., nurse. Could be parent jobs in the class.</p> <p>Seasons (Weather) Identify seasonal and daily weather patterns in the United Kingdom.</p>

Year 1/2 (Year A)

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><u>Coverage:</u> Geographical skills and fieldwork. <u>Geography Curiosity Focus Question: What is the Geography of Newnham?</u> The unit uses investigative tasks to introduce children to the idea of looking at their local area. The children will focus on aspects of local features, land use and environment. They will describe and observe using simple geographical vocabulary. Fieldwork opportunities include a walk around the local area recognising the main features and landmarks in their locality and a visit to the local post office and river.</p>	<p><u>Coverage:</u> Human and Physical Geography <u>Geography Curiosity Focus Question: What do I know about railway journeys?</u> Explore local rail networks and look on a map to find local train stations in the area. Talk about why people travel by train and how train transport changed the UK. Plan a day out in different places of the UK at different times of the year (weather). The children send postcards from different UK destinations they have visited by train and describe similarities and differences between these locations and Newnham e.g. coastal resorts, river towns.</p>	<p><u>Coverage:</u> Locational Knowledge (Link to History- The Great Fire of London) <u>Geography Curiosity Focus Question: What do we know about the Geography of our capital city, London?</u> In this unit the children look a contrasting UK locality. Children learn the four countries and capital cities of the United Kingdom and the surrounding seas. They look at physical and human features of capital cities and use simple maps They learn about the physical and human features of London using different sources. They compare</p>

Field work- walk around the village/ walk to the stream, river.	Fieldwork- trip to Dean Forest Railway (local)	and contrast and begin to express views and opinions about places. They plan a day out in the capital and write a postcard describing their day.
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Year 1/2 (Year B)

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Coverage: Place Knowledge & Human and Physical Geography</p> <p>Geography Curiosity Focus Question: Why is Wenchford a local tourist attraction?</p> <p>Children find out about the location of Wenchford, looking at maps and photos. They find out about its physical geography and describe the local area. They find out why it attracts tourists and the facilities it has on offer. They learn how the area is protected and looked after.</p> <p>Field work- trip to Wenchford for a picnic.</p>	<p>Coverage: Human and Physical Geography (Link to History and Flight)</p> <p>Geography Curiosity Focus Question: Where are the hot and cold areas of the world?</p> <p>Locate the 7 continents of the world and 5 oceans. Locate on a map the hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Compare and contrast a variety of places around the world that people can travel to, e.g. very cold- Antarctic and very hot such as a desert.</p>	<p>Coverage: Place Knowledge/ Geographical skills and fieldwork</p> <p>Geography Curiosity Focus Question: What is there to do and see at the seaside?</p> <p>Children learn about the physical features of coasts, e.g., cliff, beach, sea and human features of coasts, e.g., locate a seaside location as a case study and identify land use of the area and how it has changed over time. What do people do at the seaside?</p> <p>-Look at a seaside area outside of the UK and Europe, e.g., in Australia.</p> <p>Fieldwork- trip to a local seaside, e.g., Clevedon.</p>

Year 2/3(Year C)

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Coverage: Place Knowledge (History link Queen Elizabeth second)</p> <p>Geography Curiosity Focus Question: Where are the royal homes located in the UK?</p> <p>Children find out about the Queen’s royal homes in the UK and identify on a map the location of these places. They identify key locational features of the areas.</p>	<p>Coverage: Human and Physical Geography- Local area</p> <p>Geography Curiosity Focus Question: What can I find out about Symonds Yat?</p> <p>The children are to identify on a local map of the Forest of Dean where Symonds Yat is. What are the physical features of the area? Children find out why it is a tourist attraction.</p>	<p>Coverage: Locational Knowledge- Coasts</p> <p>Geography Curiosity Focus Question: What is coastal erosion and how has it changed the Jurassic coast in Dorset?</p> <p>Children learn about coastal erosion and how it has changed the coastline along the Jurassic coast in Dorset.</p> <p>Children identify what happens during coastal erosion and some of the features. Label diagrams to show what happens and how.</p>

<u>Year 3/4 (Year A)</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Coverage: Human and Physical Geography- Volcanoes</p> <p>Geography Curiosity Focus Question: How, where, and why are volcanoes formed?</p> <p>Children use media and other sources to understand how volcanoes are formed and behave. The children then use maps to locate Iceland, Italy and then “The Ring of Fire” naming the main oceans and countries in this area. After completing their research, the children then describe and explain how volcanoes can affect the landscape, wildlife and people that live near them as well as those in the wider world e.g. air-travel.</p>	<p>Coverage: Locational Knowledge- Europe</p> <p>Geography Curiosity Focus Question: What do I know about the geography of Italy?</p> <p>Identify where Italy is within Europe, mapping out surrounding countries and seas.</p> <p>Explore the country ‘Italy’ in detail, looking at Italy on a map and exploring its key physical features. Identify its capital city and other main cities. Look at human features of the country and explore its traditions and people, including food and climate.</p>	<p>Coverage: Place Knowledge- local region</p> <p>Geography Curiosity Focus Question: What do I know about the geography of our local area- The Forest of Dean?</p> <p>In this unit, the children explore in depth the area of the Forest of Dean. Learn about geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time. Explore the local mining industry.</p>
<u>Year 3/4 (Year B)</u>		

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Coverage: Human and Physical Geography- Rivers and impact of flooding</p> <p>Geography Curiosity Focus Question: What are the features of rivers?</p> <p>This unit allows the children to learn about rivers and the affects they have on landscapes. The unit focuses on how rivers erode, transport and deposit materials to produce landscape features and the characteristics of a river in another part of the world.</p> <p>They follow the journey of the River Severn from the source to the mouth. Look at how the river has flooded over the years, in particular the disruption of the 2007 floods. Compare and contrast to another less developed country that has experienced river flooding, e.g. The River Ganges.</p> <p>Field work- trip to local River Severn</p>	<p>Coverage: Locational Knowledge</p> <p>Geography Curiosity Focus Question: What can I find out about the land use and settlement patterns of the UK after transport networks have been developed?</p> <p>In this unit, children explore the geography of the UK and its changes after the industrial revolution- link to the history unit. Children are to explore how towns around the UK developed after the industrial revolution and how transport networks, particularly by water and rail changed the land use within the UK.</p> <p>Field work- trip to Ironbridge- link to History</p>	<p>Coverage: Locational Knowledge- World's Countries</p> <p>Geography Curiosity Focus Question: What do I know about the geography of Egypt?</p> <p>Children describe and understand key aspects of the physical geography of Egypt and where it is in Africa, including climate zones and the River Nile. Describe the human geography of Egypt and key areas of the country, such as Cairo and identifying key human features, such as the pyramids.</p>

<u>Year 5/6 (Year A)</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Coverage: Locational Knowledge- Europe</p> <p>Geography Curiosity Focus Question: Where did the Vikings come from and where and why did they settle in the UK?</p> <p>Identify areas of the world that Vikings came from- (Scandinavia) and where they invaded (UK) and settled on a map.</p>	<p>Coverage: Locational Knowledge- UK</p> <p>Geography Curiosity Focus Question: What are the main cities and counties of England and how does the topography vary?</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns.</p>	<p>Coverage: Human and Physical Geography- The Water Cycle</p> <p>Geography Curiosity Focus Question: Where does water come from and how is it supplied?</p> <p>In this unit the children will learn about the water supply in their local area and in the U.K, including who owns and manages it. After studying the water cycle, they learn about the importance of clean water, and investigate how it is supplied</p>

<p>Identify a key area of the UK where they settled and use physical geography features to explain why. Focus on Yorvik- York as a UK study. It provides the children with the opportunity to look at the physical and human features of an historic city using first-hand experiences and OS maps (4 figure grid references) The children use geographical vocabulary to compare and contrast York with their own locality.</p> <p>Local area study in Gloucester of Viking and Anglo- Saxon heritage- cathedral.</p> <p>Field work- trip to Gloucester Cathedral (link to History)</p>		<p>including a visitor from Severn Trent. The children then find out about the water supply around the world particularly in developing countries.</p> <p>Fieldwork- visitor from Severn Trent</p>
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Year 5/6 (Year B)

Autumn	Spring	Summer
<p>Coverage: Locational Knowledge/ Human and Physical Geography</p> <p>Geography Curiosity Focus Question: What do I know about the geography of Brazil?</p> <p>The children will look at Brazil, the South American sub-continent and the journey of the Amazon and its effect on the landscape. The unit revises how rivers erode, transport and deposit materials to produce particular landscape features as well the characteristics of a river in an equatorial <i>climate</i>. The children will investigate the human geography of the river including trade and economic impact. They will be encouraged to describe and explain links, patterns and processes using accurate vocabulary. They will look at the</p>	<p>Coverage: Locational Knowledge- longitude, latitude</p> <p>Geography Curiosity Focus Question: Why do climates vary around the world?</p> <p>Using maps and globes the children learn about the different climate zones. They will identify the position of 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) and look at patterns in weather and climate in each of these areas. Through their own research they will find out about biomes in different parts of the world and consider the effect of climate on these ecosystems. During this unit, the children will also look at time zones.</p>	<p>Coverage: Physical Geography</p> <p>Geography Curiosity Focus Question: Where and why do earthquakes occur?</p> <p>As part of this unit pupils will look at world maps to identify the main tectonic plates. They will then use different sources to research how and where earthquakes occur before investigating why most earthquakes occur in California and Alaska? Children will also do a study of San Francisco.</p>

<p>contrast in land use with a focus on city life in Rio de Janeiro.</p>	<p>Fieldwork- trip to planetarium- link to Space (day and night)</p>	
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